

ATHLETIC JOURNAL

Vol. XX, No. 10

October 1940



Athletics and Physical Education
in the Junior College

Fred Earle
Samuel A. Lee

Planning an Intramural Program

L. David Fairber
Marvin Roth

The Athletic Coach in
Community Recreation Programs

Walter A. Olsen

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space in the Athletic Journal this year and are anxious to co-operate with its readers.

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The ATHLETIC JOURNAL

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PUBLISHED MONTHLY except July and August by the Athletic Journal Publishing Company, 6858 Glenwood Avenue, Chicago, Illinois, Member Audit Bureau of Circulations. Request for change of address must reach us thirty days before the date of issue with which it is to take effect. Duplicate copies cannot be sent to replace those undelivered through failure to send advance notice.



SUBSCRIPTION PRICES: \$1.50 per year; \$2.00 for two years; \$2.50 for three years; 90 cents for six months; 75 cents for five months; Canada, \$1.75 per year; foreign, \$2.00 per year. Single copies, 25 cents. Copyright, 1940, The Athletic Journal Publishing Company. Entered as second-class matter, August 14, 1925, at the post office at Chicago, Illinois, under the Act of March 3, 1879.

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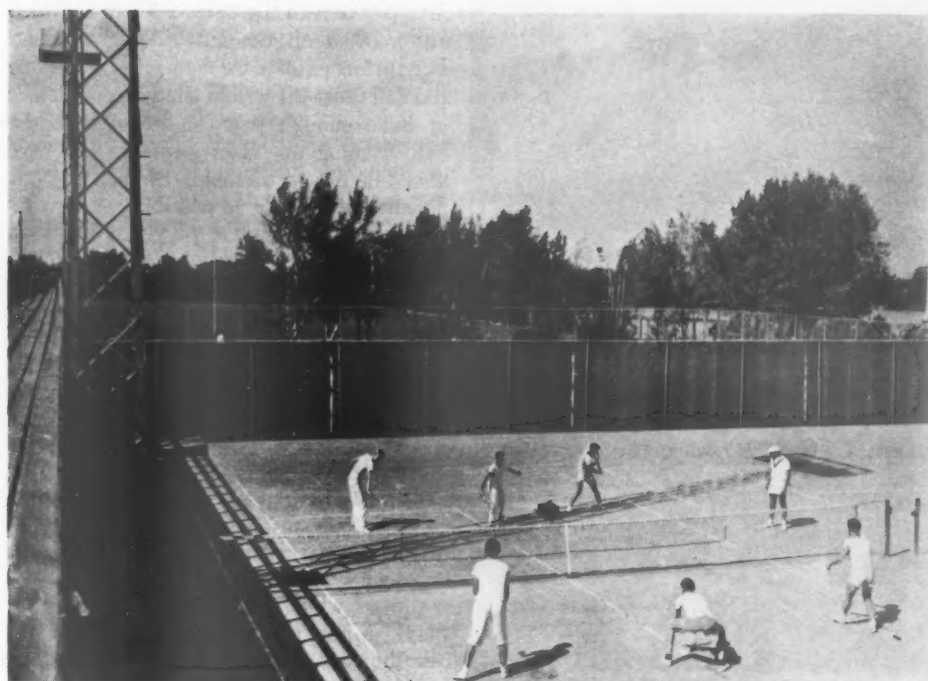


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Athletics and Physical Education in the Junior Colleges



Tossing balls for volleying practice

Varsity Tennis Practice Methods Used at Modesto Junior College

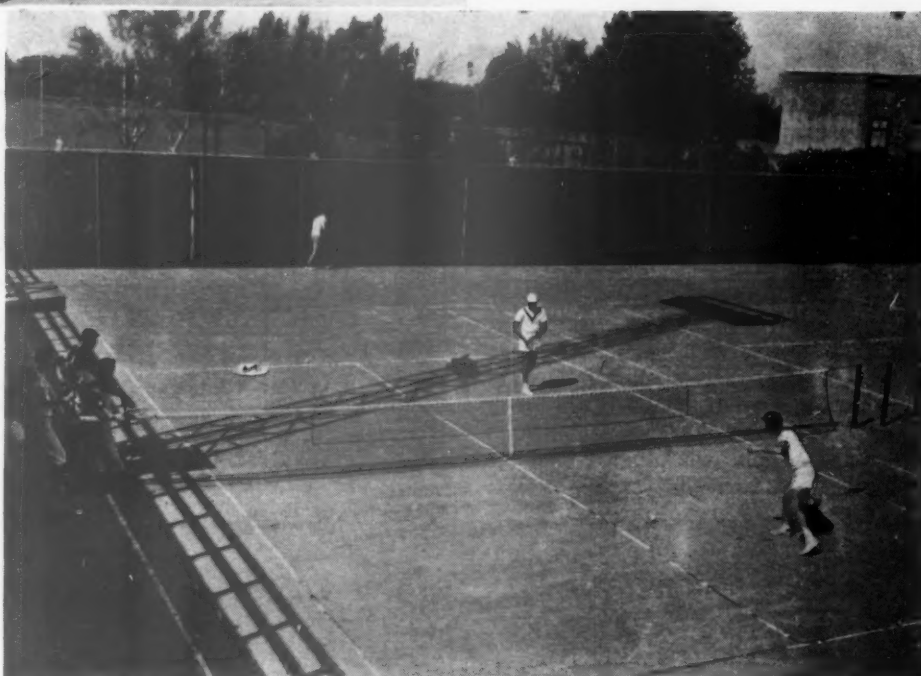
By Fred Earle

Athletic Director, Modesto Junior College,
Modesto, California

WHEN asked to write an article on tennis for this magazine, I thought that it might be wise to change the procedure a little and talk about practice methods rather than stroke technique. I might say that as far as stroke technique is concerned, I am prejudiced to Tom Stow's little booklet and Donald Budge's book entitled "Budge On Tennis."

Most of the practice methods which I am going to present have been originated by other people. For instance, Tom Stow at the Clairmont Country Club, Oakland, California, who developed the stroke developer also gave me the idea of the ball box in the corner. From Mr. Beasley I got the rubber tire or tube idea for volleying target and the error chart; while the court efficiency test which I have found to be very valuable was originated by Mr. Leighton.

THE BALL BOX. We have two boxes which are interchangeable, each one having the capacity to hold twelve dozen balls. The court has been laid with a slight slope to one corner so that a ball hitting in the near vicinity of the box will roll toward this corner. When giving boys lessons eight hours a day, you will find that it will save a great deal of energy if you have to bend only once to pick up the full box. As you can see from the illustration, we have a cover on the box



Volleying target practice

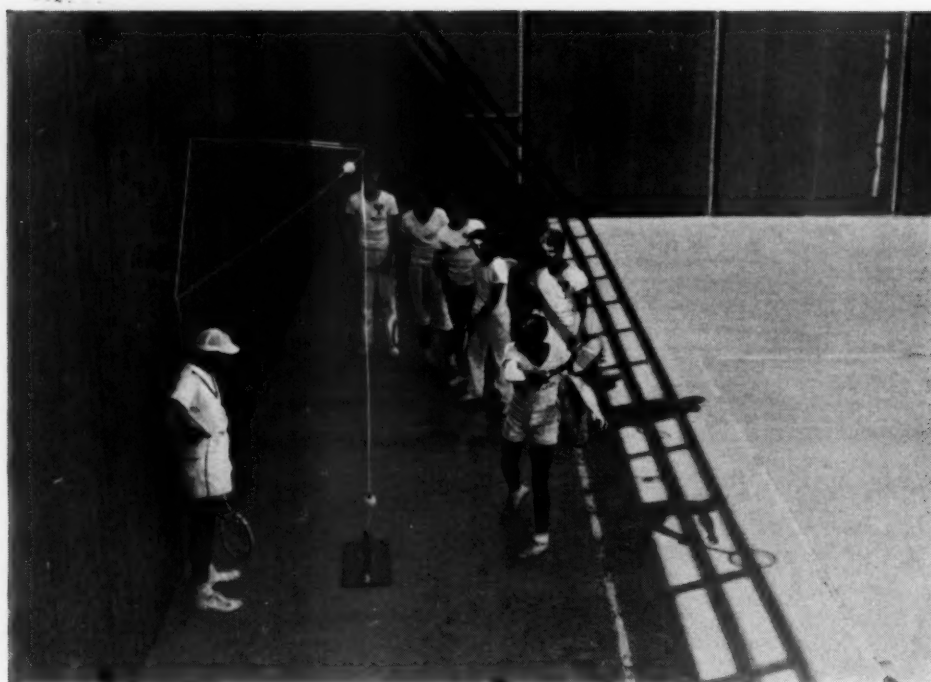
to prevent any unnecessary injuries. Regular inspection of the balls tends to keep the bounce of each about the same, and as the undesirable are segregated, they are handed down to the physical education classes.

STROKE DEVELOPER. I think I am about one of the first to have used Tom Stow's Stroke Developer. Three or four years ago we had a rainy spring and practically depended upon the stroke developer to condition our varsity tennis team. This stroke developer is an excellent exerciser for judgment of distance, proper foot work, weight control, back swing, and follow-through, and the fact that it can be used inside as well as out certainly makes it indispensable for a rainy-day program.

VOLLEYING. To start volleying practice we divide up the squad in pairs. As the illustration shows, one side tosses the ball underhand to his partner who volleys back to him knee-high. The ball is first as near perfect to the backhand as possible and after the proper technique is developed, we switch to the forehand. We next go one step either forehand or backhand, tossing the ball at various heights and vary the speed.

The practice method of having each player stand upon the intersection line of the service courts and the service line also is used, and we try to hit the ball through the men and not past them.

GAME OF ERRORS. Only the errors count against you. One boy starts the game by having one ball to bounce on the

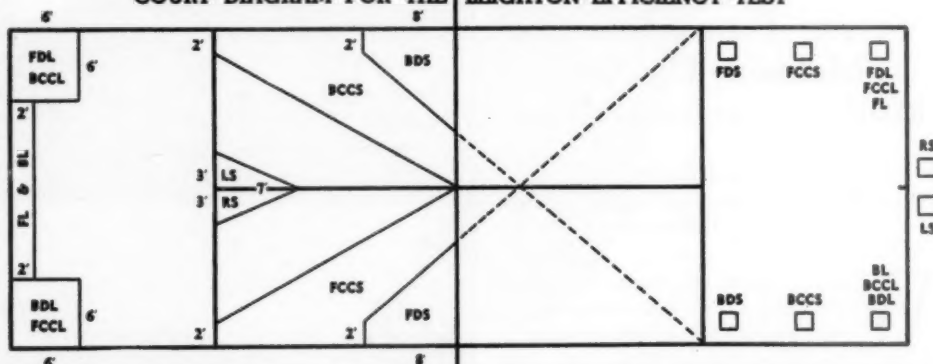


Stow stroke developer

court. Using a ground stroke, he hits it to the opponent and the first person that fails to return the ball or hits it out, is chalked up with an error. The server's points are counted first, and the first player who gets ten errors against him loses the game. A player serves until one game is won or lost. This game helps develop steady ground strokes, and is so extensively enjoyed by the boys that I use it a great deal in my classes.

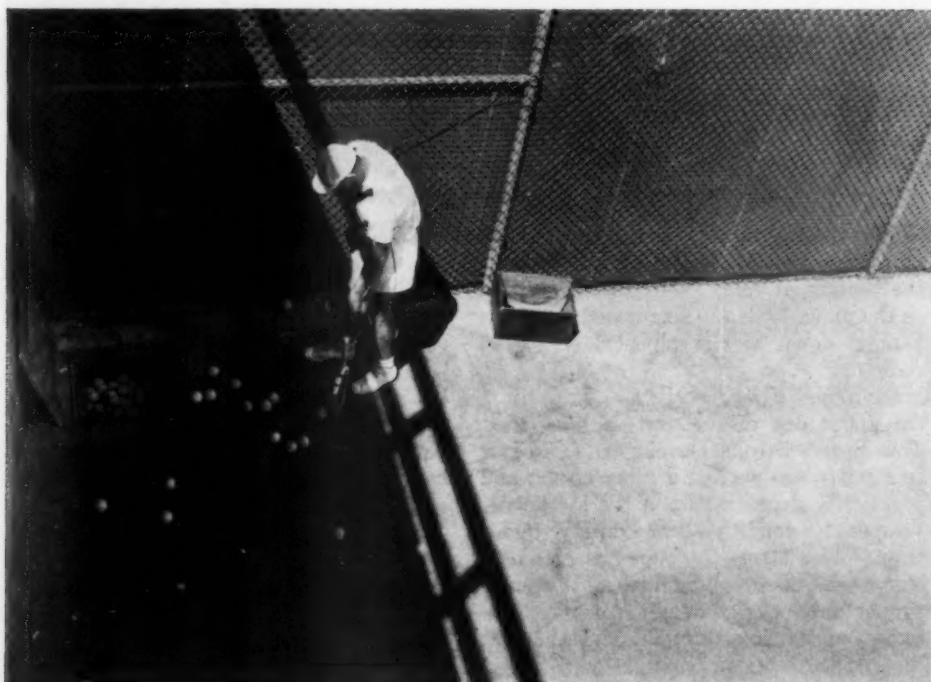
LEIGHTON EFFICIENCY TEST. One court is marked off according to the accompanying diagram. We give the pupil twenty warm-up shots, and then toss underhand to him one hundred balls. I insist that our varsity players hit at least

COURT DIAGRAM FOR THE LEIGHTON EFFICIENCY TEST



The robot hits 100 balls for the player to stroke into each of the twelve divisions marked at the left of the net, the square at the right indicates the player's position. The key: FDL—Forehand down line, FCCL—Forehand cross court long, FCCS—

Forehand cross court short, FDS—Forehand drop shot, FL—Forehand lob (lob includes 5' corner squares as well as strip at center of baseline), RS—Service from right, LS—Service from left. B—prefixes are corresponding shots on the backhand.



Ball box

fifty per cent in the twelve divisions which are marked on the left side of the net. For instance, on a forehand down the line the ball must hit within the six-foot square or have enough pace on it, so that the ball is going up when it passes the base line. The object of this is to keep the opponent back as far as possible. My experience has been that a player is lucky to hit thirty out of one hundred in his first few attempts, but with a little practice and co-ordination of his stroke, he will soon be able to reach fifty per cent. With normal playing experience, speed, and footwork, a player that can hit over sixty per cent in any of these twelve divisions should make a very fine varsity player.

ERROR CHART. I use the error chart principally in doubles. It gives me an idea as to who is responsible for most of the errors and earned points. We also use it as conclusive proof to a candidate of any weakness which might show up in match play. Many times a player does not realize how many points he loses on any one kind of stroke, and I find that if I can

show him his weakness through an error chart, I can usually get him to overcome any weakness by hard practice.

I have found that these practice methods will help develop a player's game especially where competition within the squad is very unequal. It gives the better players on the squad an added incentive to improve certain parts of their game which would be impossible to do by local team matches.

Varsity Athletics Sponsor Intramural Athletics

By Samuel A. Lee

Director of Physical Education and Athletics, Scranton-Keystone Junior College, La Plume, Pennsylvania

THE long values-derived and disadvantages-of controversy of Varsity Athletics versus Intramural Athletics has been, and no doubt always will be, present throughout the life, of every director of physical education and athletics.

GROUNDSTROKES															VOLLEY																										
HAND FORE-						HAND BACK-									FORE-HAND			BACK-HAND			SER-VICE			SMASH-ES			LOBS														
Nets	Outs	Placements				Nets	Outs	Placements				Nets	Outs	Placements				Nets	Outs	Placements				Double Faults	Aces				Nets	Outs	Aces				Nets	Outs	Aces				

By Walter A. Olsen

THE inter-relation of modern society has become so predominate that, when we touch on one phase of life, we become implicated in the whole pattern of human experiences. In this connection recreation has become a prominent factor in the lives of all the citizens of every community. We, as progressive school people, have a great opportunity, by virtue of our positions with athletics, of carrying this healthful project on further to the adult life of a community as well as to the children during the period when school is not in session.

The very nature of the type of work that recreation involves requires equipment and facilities that are already in use for school activities—namely—buildings, grounds, gymnasiums, swimming pools, etc., around which a definite program may be developed which will answer all of the problems that every city has to face.

SEVERAL years ago Frank McCormick, Athletic Director at the University of Minnesota, saw the advantages of community recreation programs throughout the state. So interested did he become in the subject that Dr. Carl Nordly was added to the staff of his department to make studies in the high schools of that state to determine just how the universities might aid in improving physical education activities in the communities through the summer months. Results of Dr. Nordly's studies together with definite suggestions have appeared in this publication from time to time. In other states athletic directors and coaches have realized the importance of serving their communities throughout the summer. The excellent article by Walter H. Fisher, March, 1940, issue, on the promotion of baseball at Muncie, Indiana, should be re-read at this time by coaches who are contemplating the worth-while project of keeping the boys of their communities interested in recreation throughout the coming summer. This month Walter Olsen, Director of Recreation and Physical Education in the high school of Bay City, Michigan, outlines the important steps to be taken in the development of a summer program. Readers of the Athletic Journal who will conduct community programs this summer are invited to help their fellow coaches by passing on to them, through these columns, the contributions that they will make in their community programs this summer.

It is with the above in mind that this article is written, and for that reason will be confined to the promotion of only one phase of recreational activity, that being playgrounds. Too many times, through enthusiasm and the very nature of this type of work, there is a tendency to begin operation on too large a scale. More summer programs have withered and died from this fault than from any other. Therefore, it should be kept in mind that operations should increase as the situation demands and develops.

Let me then outline the most important steps to be taken in the development of a summer program. These are the results of my experience over a period of twenty years, directing playgrounds and extending supervised play to boys, girls, men and women during the summer months.

- 9

Theory and Organization of High School Football

By Robert W. Nulf

North Side High School, Fort Wayne, Indiana

AS FOR their physical condition I try to bring the boys on the squad along rather slowly especially the first week of practice. It occurs to me that, too many times, when we are so much concerned about assigning a great amount of hard work in the way of unnecessary running, blocking, tackling and scrimmage, we end up with the boys injured and not in shape to play. Furthermore, we make a number of the boys on the squad feel that they are not so sure that they like this game of football with all its impositions. I have heard a great many coaches say that they know that as many football games are lost on the practice field as are won on the game field and I believe this is true in too many instances.

It seems to me that too many coaches of the old school of football were of the opinion that, unless they assigned a great amount of good hard tackling and blocking in addition to heavy scrimmages, tapered off by running back to the dressing room or by several laps around the track, the boys could not possibly be in shape to play a game or they were not tough enough to be football players. The fact that hundreds of boys have stayed out for football and taken this unnecessary abuse is certainly a great tribute to the game of football, in that there was still enough enthusiasm left after such workouts to bring them back day after day. I try to avoid as much of this as possible.

In tackling, for instance, I doubt in the last six years if we have had two hours of tackling practice. In fact six years ago we did not spend a single minute at tackling. I can not say that our tackling in ball games or scrimmage showed any noticeable effect because of this fact. That same spring I heard Noble Kizer comment on the fact that some college with which he was familiar, and I am not so sure that it was not Purdue, had not had any tackling practice that year either, but he was of the opinion that it might lead to a deterioration of the quality of tackling in the future. This seemed like a reasonable conclusion and starting the next season, we have had only a very sparing amount of tackling practice, and that of a modified form. I pick two of the better tacklers to demonstrate. Before we go any further, I have each member of the squad put his hand on his opposite shoulder so that he may feel the bony projections of the shoulder. Then I have him raise that arm up above his head and in doing that those

THIS article, begun in the May issue, should be of special interest to all high school football coaches as they plan, during the summer, their work for the coming year. Coaches receiving this issue who did not get a copy of the May issue are urged to write at once for a copy.

exposed bony structures are covered with muscle tissue. This seems to help to drive home the fact that keeping the arms extended not only makes for good tackling, but serves as protection as well. I have the two demonstrators show the head-on-tackle, emphasizing the essential fundamentals at about one-half speed. Then I have the rest of the squad pair off, choosing their partners according to size, ability and experience. I tell them at this point that I am not giving them tackling practice with the idea of making it hard on them, but simply to make sure that they know the correct method of tackling. I want them to make only enough tackles to show me that they know *how* and then I have them help with some of the other boys. As soon as they are ready they are to call for my okay or that of the other boys who have been okay'd and once they are okay'd by any one of us, they are to help those other boys who are still practicing the tackle. If they are ready to demonstrate a good tackle after two or three practice turns, I am willing to accept them and let them help with the others. I find that they very seldom call for an okay unless they are ready and they seem to extend more directed effort in this manner than if they were left to tackle with no apparent aim in mind. As soon as the more experienced boys have all executed a good tackle, we call it enough, because I do not expect these new boys to be too good at it in a short time.

For open-field tackling, we pair off in the same manner but instead of tackling we simply tag the man as we move into position where we might make the tackle. I emphasize getting position on the runner in this drill for, after all, if a boy can make a good shoulder tackle in close play, get position on his man in the open and has the will to bring his man down, he will do a pretty good job of it.

This is the sum-total of our tackling practice; this will last about eight to ten minutes and we will have it about two or three times during the season. I expect

a good many of you see weakness in this practice and I will not argue that it may not have any faults but I do know that, when game-time comes we have not lost any one through injuries in tackling practice, nor are any of the boys discouraged, depressed, or tired and weary from unnecessary tackling practice. Neither are these boys on the third, fourth and fifth squads afraid to run with the ball if they get in the game, because they have been "torn" into countless times when they were used as tackling dummies for the varsity, nor are they afraid to try to tackle, if they get in the game because they had their experience when paired off as "fodder" with the bigger and more experienced varsity boys. We should remember that these third and fourth stringers are future varsity prospects and personally I do not care about discouraging them before they get a chance to have some of the fun there is in the game. So far I am more than pleased with the tackling I have gotten out of these "rookies" for they have been more aggressive in their tackling than I could hope for; the only way I can explain it is that they have not been exposed to all that can happen from tackling and are unaware of just how badly they can be shaken up by it; when they do get in a game they have been watching the others "crack away" and they "cut loose" themselves when given an opportunity; I have seen some of these boys come up laughing because they had really poured into some one and had failed to recognize the hard bumps they had received. As long as we get these results I am willing to continue with this method.

Other measures to avoid unnecessary bumps and bruises are followed in our blocking drills. I might say that 75 to 80 per cent of our blocking achievements are obtained in the off-season in work done in gymnasium suits. In this, we work and work on form at whatever speed the individuals feel like going. Naturally, however, they do not go at it as they would in a game, but we work on this so much that, after a couple of years, the correct habits of blocking are pretty well established and we are not getting boys injured with it.

A great deal of our scrimmage is done against third and fourth stringers who, acting as dummies in so far as trying to break up the offensive, are instructed to protect themselves hard against the of-

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Planning an Intramural Program

An Intramural Program Sponsored by a Technical High School

By I. David Farber

Crane Technical High School, Chicago

THE intramural sports program at Crane Technical High School has met with a great deal of success under the system started three years ago. The school is located in a thickly populated metropolitan area and is bounded by two busy boulevards and two through streets. The location of our school building has not in any way interfered with the development of our intramural program. The student enrollment is 5,800 boys.

Aims and Objectives

The intramural department aims to provide a varied program that will appeal to the students and bring about participation by the students, now and in later life, in games and sports that are worth while; to have each boy participate in some one or several of the intramural activities offered each season—fall, winter and spring.

We expect our program to develop group spirit and unity; to prepare the students for life situations; to promote and maintain better health; to employ the students' leisure time in a useful and wholesome way; to develop a permanent interest in sports; and to be a contributing factor to the success of our interschool program of athletics.

Rules Governing Intramural Sports

All the intramural contests are played according to the rules and regulations set up by the intramural department. The intramural program at the present time is to benefit those of the school who are unable to make one of the school's teams.

Article I—Eligibility

1. Any student duly registered at Crane Technical High School is eligible for competition.

2. All varsity players who are retained on the varsity squads are ineligible to compete in a similar or a closely related intramural activity. For example—varsity football and basketball players cannot compete in intramural touch football or basketball.

3. Before each tournament a certified eligibility list of players is handed in to the director of intramurals. A section or room may have as many teams as they so desire in any and all tournaments in which team competition is used.

Article II—Officers of Administration

1. The officers are a faculty director, a

student commissioner of activities, eight (8) assistant commissioners of activities whose duties are to act as co-ordinators to the director of intramurals and to the commissioner of activities.

2. The duties of the faculty director are to govern, plan and otherwise direct the management of all sports.

3. The Commissioner of Activities is elected by the student body. His duty is to assist the Faculty Director by keeping records, checking entries and carrying out any other business that is assigned to him.

4. Each Assistant Commissioner of Activities is selected by the Faculty Director with the assistance of the Commissioner of Activities. His duty is to collect all entry blanks from the sections that are assigned to him. For example—each assistant is assigned to a semester grade. He contacts all the sections in that particular grade and keeps them informed of the tournaments and answers any questions that the boys may ask of him. He gets as many entries as is possible for the various sports by making a room-to-room personal contact. After faithfully performing the duties of his office, he is eligible to run for the office of Commissioner of Activities.

5. These officers are known as the governing board. They meet twice a month on a date posted by the Director.

Article III—Protests, Forfeits and Postponements

1. *Protests*—All protests must be made in writing to the Intramural Director within twenty-four hours after the contest in question.

2. Both contestants and the officials in charge will be allowed to give their version.

3. Protests other than eligibility must be made while contestants are on the field of play.

4. *Forfeits*—Teams that do not appear within ten minutes after the time scheduled to play, forfeit the game.

5. A team that claims a forfeit must have a full team on the field at the time of the forfeit.

6. *Postponements*—No contest shall be postponed without sanction of opponents and approval of the Faculty Director.

It would be impossible to present an intramural program adapted to every school whose intramural directors read this publication. The programs of two schools far removed as to types are presented. As most intramural programs are developed by the ingenuity of the directors to fit particular cases, much may be adapted from these programs.

Article IV—Awards and Entry Fees

1. Members of championship teams and boys who placed in all individual sports will receive medals.

2. A service diploma is awarded every section's Deputy of Intramurals, who faithfully performs the duties required of him for one semester's work.

3. An entry fee of five cents per boy for every intramural sport is charged. The Deputy of Intramurals of each section collects this fee and turns it into the Intramural Director before each tournament. The collecting of this fee helps defray the expenses of running the intramural program.

Physical Set-up of Plant

At Crane, we have two gymnasiums and a swimming pool. The large gymnasium is 94 by 50 feet and has a 110-yard oval running track. The small gymnasium is 66 by 45 feet. The swimming pool is a 20-yard tank. Our out-of-doors activities are conducted at Altgeld Park, Chicago Park District, located six blocks from the school; Douglas Park, Chicago Park District, located two miles from the school; The Off-the-Street Boys' Club athletic field, located three blocks from the school and several available empty lots located four blocks from the school building. We also have use of the Off-the-Street Club building game room, where we hold our intramural ping-pong tournament.

Though we do have a very fine gymnasium set-up the gymnasiums and the pool are not always available for use by the intramural department. Therefore I should like to show just how the intramural program is able to function in co-operation with the athletic teams who use the gymnasiums and pool for practice throughout the school year after 3 P. M. each day:

During the early part of September and in May and June, all of the out-of-door activities take place.

Program of Sports

Our intramural program recognizes three recreational desires of the student:

1. Team competition. 2. Individual competition. 3. Social recreation.

The following program of sports and the events held in the activities have been used the past three years:

FALL SEMESTER—(Sept.-Oct.)

Tennis

Touch Football.

Football Skills Contest.

a—Throw for distance.

b—Throw for accuracy.

c—Punt for distance.

d—Kick-off for distance.

WINTER SEMESTER—(Nov.-Mar.)

Table 1—Gymnasium After-School Program

Month	Day	Large Gym	Day	* Small Gym
September	M T W T F	Intramurals		Intramurals
October		Varsity Basketball		
November	M	Varsity Wrestling	M	Intramurals
December	T	Varsity Track & Field	T	Intramurals
January	W	Varsity Gymnastics	W	Varsity B. B.
February	T	Varsity Fencing	T	Social Dance
March	F	Teams use Gymnasium	F	Varsity B. B.
April	M T W T F	Intramurals		Intramurals

* The small gymnasium was also available on those Wednesdays and Fridays that the varsity basketball teams were away from home.

Table 2

Where Sports are held and number of courts and fields available for these activities.

Sport	Place	Playing Facilities
Basketball	Small and Large Gyms.	8 Courts
Swimming Meet	Pool	20 feet by 60 feet
Wrestling Meet	Large Gym.	2 Large Wrestling Mats
Free Throws	Small and Large Gyms.	20 Baskets
Volleyball	Small and Large Gyms.	6 Courts
Touch Football	Altgeld Park	3 Fields
Football Skills	Altgeld Park	100 by 120-yard field
Ice Skating Meet.....	Altgeld Park	220-yard Track
Horseshoes	Altgeld Park	3 Courts
Softball	Altgeld Park Off-the-Street Clubs Field Empty Lots	8 Diamonds
Tennis	Douglas Park	10 Courts
Track & Field	Douglas Park	Well equipped out-of-door Track, 440 yards long
Ping-pong	Off-the-Street Club	6 Tables

Ice Skating Meet.

- a—Junior 220-yard dash.
- b—Junior 440-yard dash.
- c—Senior 440-yard dash.
- d—Senior mile.

Swimming Meet.

- a—20-yard Free Style.
- b—40-yard Free Style.
- c—20-yard Breast Stroke.
- d—20-yard Back Stroke.

Wrestling Meet.

Basketball.

Free-Throw Contest.

Volleyball.

Ping-Pong.

SPRING SEMESTER—(Apr.-June)

Track and Field Meet (60-yard Dash;
High Jump; Shot Put; Running Broad
Jump and 440-yard Relay).

Horseshoes.

Softball.

upon the number of entries received for each tournament and the amount of time that we are able to use both gymnasiums.

All of our out-of-door activities are held on the single elimination basis because the boys have some distance to travel for those activities.

Single elimination is used for the following sports:

Tennis

Touch Football

Wrestling

Volleyball

Softball

Swimming

Track and Field

Touch Football Skills

Basketball

Ice Skating Meet

Double elimination used in the following:

Ping-Pong

Horseshoes

Competition in touch football, basketball, volleyball, softball, ping-pong, free

throws and horseshoes, are held on the semester grade plan. Champions are decided for the grades 9B to 12A inclusive. There is no school championship decided in any of the sports.

In tennis and touch football skills championships are decided in four classes: freshman, sophomore, junior and senior.

In swimming, track and field two divisions are used:

Juniors—boys 15 years and under

Senior—boys over 15 years of age.

In the wrestling championships winners are decided in the following weight classifications:

95 lbs., 105 lbs., 116 lbs., 126 lbs., 135 lbs., 145 lbs., 155 lbs., 165 lbs., 175 lbs., and heavyweights.

Organization of Teams

Teams are organized on the section or room plans. Since Crane is a technical school with 5,800 boys we find it much easier than the co-educational schools in organizing teams for our tournaments. However, we still have problems as far as getting every section into every activity that is sponsored.

In each room there is a boy selected to act as a Deputy of Intramural activities. His duties are as follows:

1. To fill out all entry blanks for the various tournaments and turn them into the intramural office. He sees to it that captains are selected for the various teams and that these captains sign up the boys that are to play on their teams.

2. Collect all fees.

3. Inform all boys of the various tournaments.

4. In case their section team or teams are unable to appear on the date scheduled for play, the deputy shall inform the intramural director one day or twenty-four hours ahead of time, so that there will be no forfeits.

Each room or team gets two days' notice of the time they are to play. In this way we have reduced forfeits to a minimum. We have made it a policy never to forfeit a game in the first round of play. Sometimes a notice is mislaid, or the boys forget to appear for a game, or some other school activity may take place at the last moment to cause the boys to fail to appear and therefore we give these teams a second chance for their first-round game.

Publicity

If an intramural program is going to have any kind of success, each activity must be given plenty of publicity if a large entry for tournaments is to be obtained.

Three weeks before a tournament is to be held, large signs are posted on the school and gymnasium bulletin boards announcing the tournament. These signs should be made as attractive as possible. Large pictures of the activity to be held should make up the main body of the pos-

Methods of Elimination

The types of elimination used depend

ter. The rules of the tournament and the closing date for the acceptance of entries, should be on all of these posters.

We have used the street-car advertising type of poster with a great deal of success. On this poster we staple about twenty entry blanks with a large "TAKE ONE" sign attached. These posters are placed in a conspicuous place in both gymnasiums. The rooms that have failed to receive an entry blank or that have mislaid the one they did receive can get an entry blank by tearing a blank off from one of the posters. As soon as all of the entry blanks have been used a new set of blanks can be stapled to this poster.

The school paper, the "Chronicle," gives the intramural program a great deal of publicity in its daily columns. The results of games with the names of the boys competing are given a prominent place in its sport columns. The appearance of the boys' names adds to the interest in the intramural program.

To check on whether a room is to enter a team, the intramural department sends a notice to each room several days before the closing date of entries. On this notice is written the following information:

Please check below if your section will or will not be represented in the intramural Tournament.
☐ Yes ☐ No

(Signed)
 Intramural Director.

Another good plan by which entries may be encouraged is that of sending a list of the rooms that have entered the tournament to date to all the rooms. The teachers and the boys like to know that their rooms are taking an active part in the program and also how they compare with other rooms of their own semester grade and year as far as entry into the various tournaments.

Schedules and results of games are placed on the gymnasium bulletin boards with the results posted daily.

As a check to see whether or not a team is going to make an appearance on the day of play, an assistant is sent around to the rooms scheduled to play, to check if they are going to report for the game that day. This eliminates forfeits.

If a team does not have enough players to play on a scheduled day of play they may use any boy in their room whether or not that boy had signed up to play with that team on the original entry blank.

Game Officials

We use boys who are familiar with the rules of the sports that we are conducting. For example—the members of the varsity basketball, wrestling, track and field and tennis teams have done the majority of the officiating in these activities.

In volleyball, touch football, football skills, free throws, horseshoes and softball

the assistant commissioners on the intramural staff have handled most of this officiating.

We have also attached to this staff, boys who have proven themselves capable of officiating many of these sports by their attendance at rules and practice tryouts for officials conducted by the intramural director.

As a reward for their services as an official these boys receive service medals of the same type that is awarded to the winners of the championships.

Awards

Type of Medal

At the beginning of each school year we choose a new type of medal. We use this same type of medal for the entire year. It is a panel type of medal and after the original die is cast all we have to do is to use different panels for the sports that are sponsored. We pay the original cost of the die which is four dollars. This lowers the cost of our medals and due to this saving we can give out more awards to the boys.

Sport	Medals Awarded to
Touch Football Basketball Volleyball Softball	Champions in each semester grade—9B to 12A inclusive.
Tennis	First three place winners in each grade—freshman, sophomore, junior, senior.
Football Skills Contest	First three place winners in each event.
Ice Skating	First three place winners in each event.
Ping-pong	First three place winners in each grade—freshman, sophomore, junior, senior.
Swimming Meet	First three place winners in each event in two divisions, freshman-sophomore and junior-senior.
Wrestling	First three places in each of ten weight divisions.
Free Throws	First three place winners in each grade—freshman, sophomore, junior, senior.
Track & Field	First three place winners in each event in two divisions: Juniors—boys under 15 years. Seniors—boys over 15 years.
Horseshoes	First three place winners in each grade—freshman, sophomore, junior, senior.

Conclusion

One of the strongest assets of this program is its thoroughly democratic make-up. Students who seldom come in contact with each other in any phase of high school life, meet often in this type of pro-

gram. Broader contacts and finer relationships result and serve to break down the numerous barriers that rob many of a richer and more complete high school life.

An Intramural Noon-Hour Program

By Morris Roth

Athletic Director, Cook, Minnesota, High School

THIS old saying, "All work and no play makes Jack a dull boy," is as true today as when it was first used.

While Cook High School is a place for serious work and study, nevertheless in order to maintain himself in an efficient working condition, each student must have some time for recreation and especially pleasurable physical recreation. In order to provide this, the department of health and physical education promotes a very extensive program organized and administered in such a way that every boy or girl has plenty of wholesome physical recreation no matter what his or her interests may be.

More than 480 students take part in the Cook health and physical education program, including both interscholastic and intramural athletics. The interscholastic competitions attract more than seventy-five athletes during the school year, while the intramural activities benefit 412 participants.

This program is carried on in one of the finest and best equipped gymnasiums and playgrounds in the rural St. Louis County schools. When I say that we have the best equipped gymnasium and playground, I do not mean that we have much expensive apparatus. We make as much as possible of the equipment we use. For example we have made badminton paddles, ping-pong paddles, stands, shuffleboard cues, shields, awards of various kinds, bean-bags, quoits, paddles for paddle tennis, tether-ball equipment, discos, curling equipment, hoeing equipment, health wagon, etc.

All of the rural schools have a noon-hour problem. The reason for this, of course, is that, since most of the students are transported on busses at distances quite far from school, they can not go home for the lunch hour. How to keep them out of mischief and how to help them utilize their leisure time to the best advantage is a real problem for the teacher. We have solved our problem by carrying out a noon-hour intramural program. At 11:50 A. M. each day two boys go to the gymnasium and put up fifteen tables and set in place two waste baskets. At 12:00 the students go to the gymnasium and eat their lunch. They must eat their lunch and remain at their places for at least thirteen minutes. The bell rings to notify them that they are excused. At this time,

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The ATHLETIC JOURNAL

Nation-Wide Amateur Athletics

Vol. XX

June, 1940

No. 10

Published by
THE ATHLETIC JOURNAL PUBLISHING CO.
6858 Glenwood Avenue
Chicago, Illinois

JOHN L. GRIFFITH, Editor

Athletics and War

THE World War taught us as Americans several lessons, two of which may well be analyzed when most of the world is on fire. One of these lessons was that an appallingly large number of our young men of military age were rejected for military and naval service in 1917 and 1918 because they were physically unfit. The other was that athletics have a distinct value in developing sturdy, self-reliant citizens, qualified to serve their country in times of war.

It was with these things in mind that the ATHLETIC JOURNAL was launched in March 1921. We realized that the school and college coaches had it within their power to extend the benefits of athletic training to larger and larger numbers of young Americans, and further that our athletic men, while not militaristically inclined, yet nevertheless possessed a fighting spirit so necessary in times of war. It was our thought that, if we could keep these matters before the coaches of the country, they would do their part. We have always thought that athletics were of value in a country such as ours, not only in terms of recreation and amusement, but that they helped develop a spirit of loyalty, patriotism and the will to win.

It may be in order to repeat at this time parts of some of the editorials which we wrote in the early days of the magazine:

... The nation's fighting men of the morrow are directly or indirectly under the control or influence of the coaches of today; in other words, the athletic coaches in the schools and the colleges constitute the officer personnel of our unarmed citizen soldiery. Theirs is the responsibility of seeing that the whole male student body, in so far as possible, is physically fit. This means the defectives are transformed into effectives and all are given the kind of training which will make them satisfactory fighting men. The combat games, such as football, basketball, boxing and wrestling, are best for developing the spirit of aggressiveness, courage, and the ability

to take punishment and keep on in spite of it.

Some pacifists may object to the logic of this article, contending that it is contrary to the spirit of the times which is manifestly for peace; but we insist that we are not militaristic, but, rather, are concerned that the present generation of American boys shall be better than those who presented themselves for service in the Great War—better physically in the sense that they shall be more qualified to pass the army surgeon's examination, better trained as fighting men; and then, if they are not called upon in their time to defend with their bodies the land of their birth or adoption, the training received will have prepared them to live to the glory of country and selves.—*December 1921: Disarmament and Athletics.*

The discussion concerning competitive athletics which was started by the speeches of two or three college presidents and by the action of some of the mid-Western universities in enforcing self-imposed rules, will result in good for our school and college athletics, not only because the attacks will have a tendency to rid athletics of some of the evils which threaten them, but also because out of the discussion athletics will be justified and consequently more firmly established.

The idea back of our fighting games is basically and fundamentally sound. If we have failed somewhere along the line in the administration of our games, or if we have permitted evil tendencies to creep in, let us improve our administration and let us wipe out the evils, but let us hold fast to those institutions which are so much a part of our American life and so necessary in developing character, stamina and a high degree of sportsmanship.—*March 1922: Our Fighting Games.*

... Before the war the United States Military Academy authorities and many of the army officers in command of troops placed the emphasis upon the so-called Physical Exercise drills rather than upon athletics. Today while the setting up drills are still featured, and rightly so, yet both at West Point and in the posts athletics are considered a necessary part of military training. The Commanding Officer of one of the National Guard Divisions in the war recently stated the change that had come about in the consciousness of army officers when he said, "Athletics as a real contribution to military training is not entirely a new departure, but, heretofore, it has been used in the army for recreation and physical upbuilding, rather than for its direct military benefit. At this camp the military authorities believe in the use of organized athletics as a direct contribution to the training of soldiers. Athletics develop initiative, agility, co-ordination, aggressiveness and endurance. Added to this, they teach quick, accurate thinking under stress. The notion that athletics in the camps is only for exercise and recreation is erroneous."—*April 1922: Athletic Emphasis.*

The athletic coaches of America have an opportu-

nity to contest anti-patriotic tendencies and to teach loyalty and respect for the institutions which have made this country great.

When the call to arms was made in 1917, the school and college coaches and athletes responded nobly. This was to be expected and was as it should be, for athletics develop not only a fighting spirit, but likewise a sense of loyalty and patriotism.

There is an insistent call today for the coaches who have such a tremendous influence on the several millions of young Americans to use that influence in the right way. The United States of America is a pretty good country after all and those who would "shatter it to bits and make it over closer to their heart's desire" are enemies of the common good.

Athletics teach a man to lose without whining and to come back and fight and to keep on fighting. A prominent football player some twenty years ago, who had made a small fortune, lost it all the last two years when business conditions were unfavorable, but in his language, "today he is down, but not out." The point of the paragraph is this—that when a true sportsman loses or fails to succeed, he does not blame society or the government and turn bolshevist, but he takes off his coat and fights a little bit harder to win.

This is our country, yours and mine, and it was not made great through syndicalism, or communism, or I.W.W.-ism, and if every coach and every boy on the school and college playing fields of America will consider it his duty to combat the foreign propaganda, which is as dangerous as it is insidious, they will be serving just as much as they served during the Great War.—*October 1922: A Challenge.*

Recently there was held in Washington a Conference which was called by the Secretary of War to discuss the question of training for citizenship and national defense. In the address of welcome Secretary Weeks said in part:

"National defense is the underlying topic of this conference. We are assembled to plan how we can all work together more intelligently and effectively to attain our common purpose—better citizenship. We are interested primarily in the oncoming generations, for upon them certainly rests the future of our nation, and perhaps the future of our civilization and the world.

"The statistics of the draft indicate that about half of our population is physically subnormal. You can imagine the possible effect of such a condition upon a nation waging a war for its life with all the hardships and privations which call for a maximum physical effort and without the support of allies to sustain it.

"History is almost one continuing example of nations that rose to their greatness when physically fit and crumpled when they became physically unfit.

"We are deeply interested, also, in another vital factor in national strength—the attitude of the citizen toward the nation. In a crisis such as existed during the world war nothing surpasses the devotion to our country, which is evidenced by our citizenship, but in times of peace it is clearly indicated

that, lacking a crisis, the average citizen is not keenly interested in the national welfare.

"Strikes which involve the discomfort and almost the lives of our people; numerous organized groups striving for class or sectional advantages; absurd political ideas, many striking at the very foundation of our form of government, are signs of an unhealthy condition in our citizenship. Improvement of the physical health of our people will assist in remedying this condition."

This conference and this statement constitute a challenge to the athletic coaches of America. If the school and college coaches are not impressed with their responsibility of seeing to it that the younger generation of Americans are physically fit not only for military service, but, what is more important, for citizenship, and furthermore, if they do not realize that it is their duty to see that the athletes of today are loyal sons of America in the largest sense of the word, then where may we expect leadership along these lines? The college men in the last war responded nobly; two hundred Illinois men paid with their lives for their hearts' desire; two hundred and twenty-one Princeton men were decorated; two hundred Michigan letter men were in the service; over three-fourths of the D men from Drake University were in the army, navy or marine corps. The college men met the test in 1917, and the school and college men will meet every test in the future.—*December 1922: Training for Citizenship and National Defense.*

The War now in progress in Europe has clearly demonstrated that the fighting spirit in some countries is more in evidence than in others. An attempt has been made since the first World War on the part of certain well meaning people to bring about disarmament in America. They opposed R.O.T.C. training in the schools and colleges; they fought the American Legion and other organizations that advocated adequate military and naval defense and many of them were opposed to the athletic system that has been carried on by the educational institutions. These people today should realize that their teaching and preaching should have been carried on in Russia and Germany and not in the United States of America.

In addition to those whose motives were pure, but who failed to be realistic regarding the problem in question, there were the agents of foreign countries who thought it was all right for Germany and Russia to arm but who opposed military precautions that were suggested for our own country's defense. These communists and idealists staged peace parades; they talked about outlawing war and did everything possible to render our country helpless in a time such as the one in which we are now living.

Our athletic men, we repeat, are not militaristic but they have, through the years, kept the fires burning, have taught patriotism, and have helped develop a strong and fighting citizen army. We do not claim any credit for this but we are glad that we, through the years, have fought for the things that the majority of thinking Americans today agree are right.

If we should become involved in this present war, we should keep our athletics going. This is a time of hysteria and it may be that there will be some in future years who will suggest the abolishment of school and college athletics, and the substitution for it of compulsory military training for all. We need not fear too much today the preaching of the pacifists, but we should beware of the Trojan Horse tactics of the enemy and the development of the fifth column in our country. One of the best measures of success is to be found in the continuance of our present athletic system which is now administered by patriotic Americans.

The Will to Win

WE Americans are learning many lessons from the present European War. One is that pacifist nations suffer along with the rest when powerful armies are on the march. Finland is not a pacifist nation. The Finns have fought many wars and when their country was invaded by the Bolsheviks, these hardy people put up a fight that commanded the admiration of the world. Norway and Sweden are pacifist nations and when the Nazis invaded Norway apparently the Norwegian people had lost both their ability and desire to fight the aggressor.

Here in our own country until recently the pacifists had done everything possible to destroy the fighting spirit of the American people. Today, strangely enough, the pacifists of yesterday are the militarists of today.

In the world war our armies had not had military training comparable to the training that the British, French and German armies had had. The records, however, show that our men gave a good account of themselves. Many of the leading military men of our country have attributed this in part, at least, to the fact that most of our American soldiers and officers had had athletic training. If the soft-life boys had their way, we would have no football, no R.O.T.C. corps, and we would accept the idea that pleasure comes only to the athletic dilettantes and we would discard the theory that it is better to win than to lose.

Our athletes and coaches have never succumbed to the doctrine that mediocrity is better than superiority. They have through all these years when the weaklings have been attacking our personal-contact games kept alive the fighting spirit. There never was a time when we needed the influence of our fighting games more than today. It is our duty to convince the public that this is true.

Many People Believe Many Things That Are Not True

IN an address delivered before the Chamber of Commerce in Washington, D. C., Dr. O. C. Carmichael, Chancellor of Vanderbilt University, recently was quoted as saying, "It is my firm belief that the invasion of alien ideas is more to be feared

in our time than the invasion of alien armies."

People are more and more coming to realize the destruction that can be wrought by what newspapers designate as the fifth column. In other words, there is a danger in permitting the penetration of an ideology when that ideology is not based on sound principles of government or economics. Those who believe the tenets of Marxism or the claims made by totalitarian dictators believe a great many things that are not true.

In athletics, people very often accept such as the following statements which, if subjected to the light of cold reason, may easily be proven untenable: (1) Football is a major handicap to education; (2) It is necessary to subsidize football players but not to subsidize men in other sports; (3) A sport that is popular with the student body, alumni, and general public is a detriment to the university that sponsors such a sport.

Dr. Carmichael stated, "The best assurance against the invasion of alien ideas is an aggressive, positive Americanism that expresses itself, not in words, but in deeds." May we add to this that the best refutation of false charges against college and university sports is not only the maintenance of the right kind of an athletic program but also an analysis of the arguments advanced by the critics.

Times Have Changed

SOMEONE has said, "A few years back a person with a hundred dollars in gold was considered highly virtuous while a person possessing a pint of whiskey was in danger of imprisonment. Today, however, a person with a pint of whiskey is looked upon as a law abiding citizen, while the person with the hundred dollars in gold rates as a non-convicted criminal."

Some years ago the colleges that were highly successful in the various intercollegiate sport competitions were condemned on the ground that they were devoting all their time to competitive sports and were neglecting the other activities of the physical education program. Today most of these colleges and universities are conducting not only successful intercollegiate sport programs but excellent intramural and required-work programs as well. Some are still suggesting, however, that the colleges should abolish this or that sport so that they may devote more attention to the other activities. Times indeed do change but the attacks on intercollegiate and interscholastic athletic activities continue.

The Junior College Department

The recently formed National Junior College Athletic Association is to be represented each month in this publication by a separate department.

All junior college coaches, whether or not their schools are members of the association, are invited to become contributors to the new department. Manuscripts may be sent direct to this publication office or to the secretary, Hilmer Lodge, P. O. Box 2661, Stanford University, California.

The 1940 Basketball Championships

CONNECTICUT

Class A

Harry S. Lyon

Bassick High School

Bridgeport

CONNECTICUT interscholastic athletics are governed by a very strong association called the Connecticut Interscholastic Athletic Conference. This conference conducts basketball tournaments at the end of each season in three classes: A, B and C.

This was a banner year from the standpoint both of the number of schools entering the tournaments and of the number of people attending the games. In the Class-A tournament fourteen teams entered; in the Class-B, ten; in the Class-C, fourteen. The number of teams was held down by a qualifying requirement which made it necessary for a team to win 50 per cent of its games before it could enter the tournament in its class.

In each class byes were drawn so that eight teams were seeded in each tournament. The winner and the runner-up in the Class-A tournament were rewarded by being designated to represent Connecticut in the sectional tournament called the New England States Basketball Tournament.

The paid attendance for all these games totaled 20,635, which was a record and is significant of the growth of basketball in this state. It must be realized that Connecticut is one of the very small states of the Union, and such support qualifies Connecticut as one of the "hot-beds" of basketball in the country.

Inasmuch as Bassick won both the State of Connecticut and the New England titles, their system of defensive and offensive playing might be worth a quick glance.

The defensive tactics of the team may be described in a very few words. It was purely a man-to-man defense. Opponents were not checked over the entire floor, but only if they crossed the ten-second line. When they once crossed that line, they were checked so closely that they either lost the ball or were forced into violations which gave Bassick the ball many times before a shot was taken at the basket.

The secret of a good man-to-man defense is that the checking be done at a distance away from the opponent of more than three feet. Bassick found it important not only to prevent shots from be-

ing taken, but also to cut down to a minimum the handling of the ball by opponents.

Close checking in the back of its own court paid good dividends, the average number of points per game through the entire season against Bassick being twenty-two.

The offensive scheme was unique in this section. It consisted of a deliberate slow break and the use of well-planned plays. Smart passing and fast ball-handling, accurate lay-up shots and a knowledge by everyone of what the other fellow was doing contributed toward very high scores, considering the fact that points against Bassick were so low. Average points for Bassick during the entire season were forty-seven, making an average defeat factor of twenty-five points per game.

In general this was the system of offense that we employed: Two forwards broke quickly, one to each corner. The center took up a position close to the basket near the back line but on either side of it. The ball was brought in by two guards who were excellent ball-handlers, and brought up leisurely until they had passed the ten-second line, where they seemed to stall momentarily. As if shot from a gun, the two forwards and center broke simultaneously, and one of the guards passed the ball in to this trio; the ensuing deliberate play many times resulted in a simple lay-up shot being taken. In each case at least one guard was involved in the play. He handled the ball as required and immediately returned to his post near the ten-second line, ready for any fast break which might result as the basket was scored. If the shot failed, the forwards and center were always in position to follow up, or at least re-possess the ball.

As a last resort, the ball was sometimes passed out to one of the waiting guards and a new and different play begun. There were two advantages in this style of play. First, it was a very high scoring system, and second, it provided for a good defense against any team which used a fast break, and of course, if the other team used a slow break, a defense against them was also provided for, with the two guards being in good position to stop either method of attack.

The results showed that the use of a zone defense against the Bassick offense was either grossly unsuccessful or abandoned altogether. The fast break was also unsuccessful against this type of defense because the opponents could never get between the guards and their own basket with the ball. It is a fatal mistake, that

gives a quick-breaking team the advantage, for a team to use an offensive system which requires all five of the players to participate under the basket. Bassicks plan never brought more than three offensive players under the basket at any one time. Two others were always back near the ten-second line ready for any fast break which might occur.

INDIANA

Louis D. Birkett

Technical High School

Hammond

INDIANA High School state tournaments were again divided into four separate tourneys: sectional, regional, semifinals and state finals.

The sectional tourneys were held February 29, March 1 and March 2. The regionals were held the following week-end, March 9, and the semifinals March 16. The state finals, postponed one week this year because of Easter activities, were held in Butler Field House on March 30, 1940.

Approximately 775 schools competed in the tourneys. The four schools that competed in the finals were Lapel, Hammond Tech, South Side of Fort Wayne and Mitchell.

The opening game of the final session found Hammond Tech nosing out Lapel by a score of 38 to 36. The other game found South Side of Fort Wayne, which had been selected as the outstanding favorite to win the state tourney easily, bowing to Mitchell 23-20 in a slowly played game.

The Lapel ball team was composed of a group of well conditioned boys. They used no special type of offense but advanced the ball rapidly and took many off-balanced shots. Their defense was man-to-man with a slight zoning, that is, their front line of defense played fairly loose. The outstanding thing about this Lapel team was their ability to stage some strong comebacks in the fourth quarters of their tourney games.

Going into the final game Mitchell and Hammond Tech were rated as equals, but from the opening tip-off Hammond Tech's superiority was plainly seen. Their big boys controlled the ball under both baskets and their passing was very good. They shot eleven of forty-five attempts but only sank eleven of twenty-one free throws. Mitchell shot eight out of forty-two attempts and five of ten free throws.

Tech's offense was a combination of screen plays and natural basketball. They used the three-up and two-back offense alternating it with a three-back and two-up. Their defense was a man-to-man, shifting when tight screens were presented. They varied their normal defense positions according to the type of offense that they encountered. The final score was Hammond Tech 33, Mitchell 21.

In summary, I would say that the tournaments were on a par with those of other years as for the quality of basketball displayed. The enthusiasm of the public, I believe, was slightly increased, especially in the north end of the state, for this is the first year the championship has ever been won by a school farther north than Logansport. The Calumet region, Hammond in particular, went completely wild over the accomplishment. Approximately 50,000 people welcomed home the team and demonstrations lasted for three days.

The squad averaged 6 feet, 1 inch in height. The physical condition of the team, as a whole, was almost perfect. I might mention here that a practice of feeding cod liver oil daily has been found very beneficial. This group of boys really liked to play basketball and during the entire five weeks of the tournament, there were no sickness, injuries and tight muscles.

Calisthenics was used at the beginning of each practice session throughout the season. The practice sessions lasted about one and a half hours per day, but only three sessions and sometimes two were held each week. This, to my point of view, accounts for the strong finish. The boys were not stale nor had their interest declined. I sometimes think that we play and practice too much here in Indiana. Our boys work in the different school shops and are on their feet for a half day and they walk to school an average distance of two miles, so it became necessary to shorten their practice sessions. The majority of these boys started their basketball training in the grade schools in about the seventh grade. We had balanced scoring and wonderful team attitude. They had something which enabled them to bear down when the pressure was on. To win ten basketball games in succession in Indiana tournaments, a team must have all the above and more.

KENTUCKY

C. H. Wyatt

Hazel Green High School

East Bernstadt

THAT basketball is becoming the high school sport of Kentucky is evidenced by the steady increase in the number of fans that packed to overflowing the University Alumni Gymnasium to see the representatives from the sixteen regions battle it out for the state title. The tourna-

Who's Who Among the Championship Basketball Coaches

FOLLOWING his graduation at Springfield College, Mr. Lyon served as Y. M. C. A. physical director at Recife, Fernambuco, Brazil, for two years. Upon his return to the States, he did junior high school coaching until he assumed the duties of director of athletics and coach of basketball, swimming and track at Bassick High, Bridgeport, Connecticut, five years ago.

A GRADUATE of State Teachers College at Platteville, Wisconsin, Mr. Birkett has spent his fifteen years of coaching at Hammond, Indiana, first in the junior high school, later at Clark High before going to Technical High five years ago. His basketball teams have finished well up at the top in the conference of which Hammond Tech is a member.

WHILE at Berea College, Mr. Wyatt participated in basketball, football, track and baseball. He was a member of the 1931 squad that won the state basketball championship. Although he has been at Hazel Green High four years, this is the first year in which he has served as basketball coach.

GRADUATED from Austin College, Sherman, Texas, where he participated in football, basketball and baseball, Mr. Cox coached at Quanah, Texas, High School before taking up his duties at C. E. Byrd High School seven years ago. His basketball teams at Byrd High have made an enviable record of 189 wins in the 221 games played.

A NEWCOMER in the coaching profession is Richard L. Whitmore of Cheverus Classical High, Portland, Maine. His first year at Cheverus, following his graduation from Fordham in 1938, his basketball team won the Western Maine Tournament title.

FROM the University of Maryland, where he was graduated in 1925, Mr. Bowers went to Seaford, Delaware, High School. Since 1926, he has been at Allegheny High, Cumberland. His record of nine state basketball championships for county high schools is proof of his coaching ability. Although Maryland had no championship this year, Mr. Bowers consented to write up the style of play used in that state.

AT the University of Michigan from 1923-1927, Mr. Chambers participated in basketball, serving as captain of Michigan's Big-Ten championship team his senior year. During his thirteen years at Crystal Falls, his teams have been consistent winners.

AFTER his graduation from Morningside College, Mr. Littrell assisted Coach J. M. Saunderson for one year. He then coached one year at Allen, Nebraska, High School before taking up his duties as coach at the Winnebago Indian School.

IN 1938, Mr. Hoernemann graduated from Heidelberg College, where he won letters in basketball and football, serving as captain of the basketball team in 1938. He has been head basketball coach and assistant football coach at New Philadelphia for the past two years. His basketball teams have won forty-five games and lost but four.

ment officials report a record attendance for this year's sessions of the Twenty-Third Annual High School Tournament.

Basketball in Kentucky is a "free-for-all" affair. The teams are not divided into classes as is the case in many of the states. Close to 600 teams, from the least even unto the greatest, enter the preliminary tournaments on equal footing. The small schools do not appear to suffer an injustice from such a program, for they seem to come in for their share of the honors, the last four state championships having been won by the smaller schools.

The Hazel Green High School might appropriately be called the Gallahadion winner of the 1940 Kentucky State Basketball Tournament since this school was lightly regarded by the expert prognosticators as a serious contender for the state crown. This lack of consideration was due, no doubt, to the rather unimpressive season record made by the team, which had the poorest record of any team to reach the state classic.

The failure of Hazel Green to win a greater percentage of her season games was the result of an over-emphasis on the coming tournaments. We, the coach and players, felt from the opening of the season that our chances to go to the state tournament were good. We made our schedule a means to that end rather than an end in itself. Thus, we lost some games that we might well have won, had we not been more bent on learning than on winning. With eyes on the state crown, the schedule seemed too long and dull for the boys who were anxious to clash with the best the state had to offer.

The chief factors in our winning the state title were: skill in handling the ball; ability to riddle a zone defense; possession of an offense built on individual initiative; a shifting man-for-man defense and a confidence that could not be shaken by apparent reverses. These qualities were acquired by a practice program which was designed to eliminate certain weaknesses which we felt had kept us from reaching the state tournament the previous year. We concluded that we had lost the final game of the regional tournament last year because we could not pass the ball skillfully enough to avoid frequent interceptions, because we were not prepared to cope with a zone defense, and because we were duped by screen plays. By hours of drills the boys learned to handle the ball with painstaking care. Thus, if they were in the lead toward the end of the game, they could make it hard for an opponent to overtake them. Of course, this was only one of the many advantages which are attendant upon skillful handling of the ball.

The zone defense in Kentucky is the exception rather than the rule. Its effectiveness seems to come from the frustration it brings to the teams that meet it only infrequently. There were no zone defenses used in our district but we felt certain that



Harry S. Lyon
Bassick High School
Bridgeport, Conn.



W. L. Bowers
Allegheny High School
Cumberland, Maryland



Paul Hoernemann,
New Philadelphia,
Ohio



Grover Bradley
Burbank, Oklahoma



Robert B. Morris
Pawtucket, R. I.



Tip Smith
Bradley County High
Cleveland, Tennessee



Louis D. Birkett
Technical High School
Hammond, Indiana



Eddie Chambers
Crystal Falls, Michigan



Hugh Warren
Ada, Oklahoma



Harold Hauk
Salem, Oregon



R. M. Stone
Pelzer, South Carolina



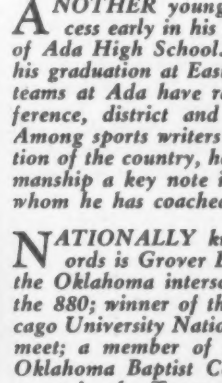
Milton Jowers
San Marcos, Texas



C. H. Wyatt
Hazel Green High
E. Bernstadt, Kentucky



G. W. Littrell
Indian School
Winnebago, Nebraska



ANOTHER young coach to achieve success early in his career is Hugh Warren of Ada High School. For four years, since his graduation at East Central, his basketball teams at Ada have ranked high in the conference, district and regional tournaments. Among sports writers and officials of his section of the country, he has made good sportsmanship a key note in the lives of the boys whom he has coached.

NATIONALLY known for his track records is Grover Bradley. Still holder of the Oklahoma interscholastic state record in the 880; winner of the 880 in the 1930 Chicago University National interscholastic track meet; a member of the mile-relay team of Oklahoma Baptist College, which won that event in the Texas, Kansas and Drake Relays; holder of the Oklahoma A.A.U. State record in the 400-meter hurdles and winner in 1938 of the National A.A.U. 400-meter junior championship, Mr. Bradley has been eminently successful in his four years at Burbank, his teams having won 141 games out of 150 games played.

DURING his four years at Willamette University of Salem, Oregon, Mr. Hauk participated in basketball and baseball and had two years of football. Since his graduation in 1930, he coached in the junior high school at Salem for six years. Four years ago he assumed his duties as coach of basketball, football and baseball at Salem Senior High.

A GRADUATE of State Teachers College, East Stroudsburg, Pennsylvania, Mr. Morris has been at Pawtucket for the last twelve years. In that time, his basketball teams have won eight Class-A championships and six state championships and have been finalists in the New England Tournament three times and semifinalists once.



A. A. Quintal
Mitchell, South Dakota



James Ennis
Everett, Washington



J. D. Cox
C. E. Byrd High
Shreveport, Louisiana



Mike C. Malley
Wildwood, New Jersey



Frank A. Kerner
Deadwood, S. D.



V. Everett Brinkman,
Wheeling,
West Virginia

we would meet some, if we advanced to the regional and state tournaments. Accordingly, we determined not to be taken unawares. We set up improvised zone defenses and worked on an organized system of attack. By the end of the season the boys felt confident that they could beat any team using the zone. This confidence served them well, for their final game in both the regional and state tournaments were against teams with excellent zone defenses.

Our offense was built on the principle of individual initiative. We did not drill on a number of elaborate plays numbering from one to twenty. We had offensive set-ups for both zone and man-for-man defenses, but we made the player with the ball responsible for the play. If he passed to a certain player from a certain position, that meant that he wanted a definite play to begin. If he chose to dribble, the direction that he took was supposed to tell his team mates what he expected them to do. If he elected to shoot, we insisted that he "shoot to kill." Such, briefly, was our offensive system, each player determining his own play rather than having a designated caller. Five heads were better than one, we felt. We used the fast break to try to gain an early lead or to overcome a lead gained by an opponent. Our ability to come from behind was little short of miraculous. In the regional tournament we overcame a 22-11 lead in the closing minutes of a game to win 29-28. Again in the state we caught up with a 21-9 lead in the third quarter to win 35-29.

To fortify us against screen plays, we worked on a shifting man-for-man defense. The boys learned early to believe in this defense and worked tirelessly to perfect it. It was the almost perfect execution of this defense that puzzled the favorites out of the state tournament.

Confidence was a vital factor in our tournament sweeps, a confidence that sprang from a belief in ourselves rather than an underestimate of our opponents. We believed that we could win and nothing that we heard, read, or saw could shatter our faith.

LOUISIANA

J. D. Cox

C. E. Byrd High School
Shreveport

LOUISIANA is divided into Class A and B schools. Those having an enrollment of over 110 boys are in Class A and those with an enrollment under in Class B. Any Class B school may choose to enter Class-A competition but in doing so, it must remain in the higher class for three years.

There are eight basketball districts in the state, each sending three Class-A, and three Class-B teams to the two-day state

COACH A. A. QUINTAL is one of the veteran coaches of South Dakota. After the completion of an illustrious athletic career at the University of South Dakota under the fine tutelage of Coach L. B. "Stub" Allison, now head football mentor of the University of California at Berkeley, Mr. Quintal directed the destinies of the Vermillion teams from 1923-1926 with outstanding success. He went to Mitchell in the fall of 1926. In the last ten years three of his basketball teams have been state champions, and two others have been finalists. Optimism prevails at Mitchell, for eight of the twelve experienced players of this year's championship team remain for next season.

A T Nebraska State Teachers College, Mr. Kerner participated in track and football, serving as captain in each sport. In his ten years of coaching, his teams have won seven championships in football, track and basketball.

I N 1931, Mr. Smith was graduated from Carson-Newman College. His coaching record for the nine years following shows four championships. His 1940 basketball team had thirty-seven victories to its credit.

W HILE at Southwest Texas Teachers College, Mr. Jowers participated in basketball, football and track, serving as captain of the 1935 basketball team. After coaching three years at Shiner High School, where his teams won three district championships, he became basketball and football coach at San Marcos High. In this, his second year at San Marcos, his basketball team established an unprecedented record of forty-seven victories with only one defeat.

A T the College of Puget Sound in 1931-35 in Tacoma, Washington, Mr. Ennis won letters in football and baseball for four years. After graduation he was assistant football and head baseball coach at his alma mater, his baseball team winning the Northwest title. At Buckley High School he coached all sports for three years, winning the Puget Sound League Basketball title once. This, his first year in Everett, he is head basketball coach and assistant in football.

BY winning the championship three times in the last five years—1936, 1938 and 1940—Wheeling became the only school to win the tournament five times, winning also in 1928 and 1929. Coach Brinkman has had three teams in the state tournament and each has returned the victor. Quoting the *Wheeling News-Register*, "Coach Brinkman's success in basketball at Wheeling is not necessarily limited to the last five campaigns. Seven years ago he took up the reins at his prep alma mater and for his all-time efforts at Wheeling he has a seven-year record of 132 victories and but eighteen defeats."

tournament held at Louisiana State University. The winning team from each region is seeded, while the second and third-place winners from each section are placed in such position that there is a possibility of the two finalists being from the same district.

C. E. Byrd High School of Shreveport, the largest school in the state, defeated Jena High School 23-21 in the Class-A finals.

Most of the Class-B teams relied upon the fast break as an offensive threat and the zone defense was employed by twelve

of the clubs. In contrast, not one Class-A team used the zone defense; and offensively, these clubs played a deliberate style of ball, using the fast break only occasionally.

The Class-A finalists had met once during the season in a very exciting game which was won by Jena 21-17. Both teams were familiar with the others' offense and defense and were practically equal in ability. Both teams used a strict man-to-man defense, switching only when a man was screened out. The players were well drilled in ball-handling and set-up drives.

Jena used a few set plays, to shake Thompson, an all-state guard, and Ford, a center, 6 feet, 5 inches in height loose for shots. My players had been drilled to stop their plays and did a great job of it.

C. E. Byrd High used a four-man revolving offense, built around Sendal, a 6-foot, 6-inch center weighing 245 pounds who had a natural wrist motion for tapping in follow-up shots, and recovering the ball on the rebound. He was aided greatly by Sanders, an all-state sophomore guard, who was the cleverest ball-handler at the tournament.

In Louisiana, each club is allowed ten players. The tournament games are eight-minute quarters and after each goal, the referee holds the ball for six seconds. The object of this is to make the game less strenuous on high school boys.

I would say that basketball all over the state is improving in caliber due to better coaching and to the increased numbers of gymnasiums.

MAINE

Richard L. Whitmore

Cheverus Classical High School
Portland

C HEVERUS High for the second consecutive year won the Western Maine Tournament, and continued on to annex the State Title by defeating Bangor, the Eastern Maine Champions, 24 to 17. Incidentally, in studying the records of Western Maine teams, all of whom are located in the populous sections of the state, including high schools in both the Portland and Lewiston areas, I find that the newspaper records revealed that Cheverus had not only the best record for 1940, but also, in spite of their small enrollment, they had the best ten-year standing of all schools in their section. In the nineteen-year history of the Western Maine Tournament, the favorite has seldom come through, and only one other school has won two Western Maine Tournaments in succession. Cheverus broke both of these precedents in winning the tournament for the second consecutive year.

In the Western Maine Tournament, Cheverus playing deliberately, stopped the high-scoring Edward Little attack for the first victory, 24 to 18, and in the semifinal

defeated Morse which was the outstanding game of the tournament, 27 to 25. This game, featured by a last-half comeback by Cheverus, Morse leading at the half, 15 to 9, was primarily a contest between Cheverus team play and Morse hair-raising shots, two of which went through from points back of the middle line. In the final game, South Portland started with a brilliant fast break, but was held to a 4 to 2 lead at the end of the first quarter by the tight Cheverus defense, which enabled Cheverus to take the lead at the half, 8 to 6. In the third period, both teams fought valiantly, Cheverus leading at the end by 14 to 13.

During the final period, the Cheverus offense shifted into high, gathering twelve points and leaving their opponents and 5,000 spectators breathless. South Portland lifted their tally to 14, leaving Cheverus undisputed Western Maine Champions. In the Eastern Maine Tournament, Presque Isle, pre-season favorite, was defeated in the final game by Bangor High in a "sudden death" period, 26 to 24. Winslow, Champions of last year, was rebuilding its team.

In the state finals at Brewer, Cheverus, upholding its reputation as a strong defensive club, surprised Eastern Maine critics with its powerful and accurate offense, featured by deadly passing, ball-control, deception and by fast cutting for shots. Cheverus led at the end of each period, increasing its lead with a decisive spurt during the final period.

In the succeeding New England Tournament held in Portland, Cheverus defeated West Springfield, 25 to 18, and played the most brilliant game of the evening against Pawtucket High of Rhode Island, in the semifinal. Cheverus trailed 17-19 at the half, but fought valiantly, and led during the final moments 25 to 24. Pawtucket tied the score with a free throw and won in a "sudden death" overtime, 26 to 25. Pawtucket, however, suffered a like fate in the finals, losing to Bassick High School of Bridgeport, Connecticut in the last seconds of play, 39 to 37.

MARYLAND

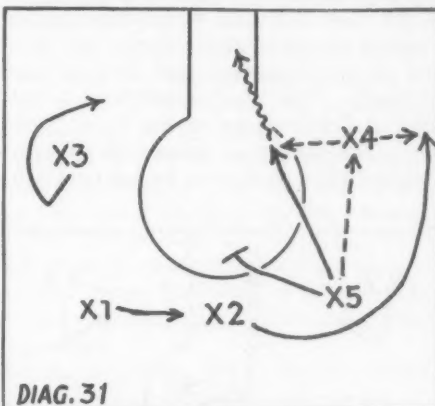
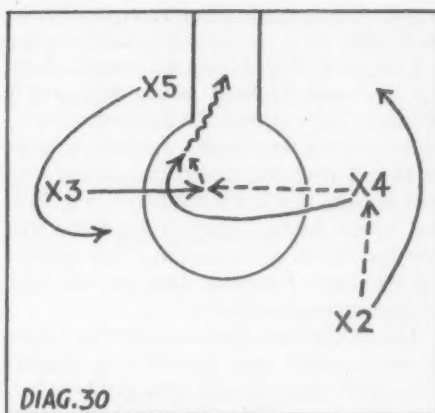
W. L. Bowers

Allegany High School

Cumberland

THE state basketball championship in Maryland, which was started in 1927, was discontinued two years ago but Western and Eastern shore championships were held until this year. However, for the past two years the respective winners of the Eastern and Western shore titles have continued to play for the state title but the final game was not under the supervision of the State Department of Education.

All championships except in track were



discontinued this year and according to Mr. Ferguson, Supervisor of Physical Education and Recreation, "the objectives set for the intercounty championships for boys and girls in soccer, fieldball and basketball have either been achieved or realized to the maximum extent possible."

The arguments against continuing state and shore championships as expressed by principals and superintendents are:

1. The county interschool schedules are interfered with by the limitation as to starting times of intercounty schedules.

2. The shore championship causes students to miss additional school time.

3. The championships are costly to schools participating.

4. The championships involve additional transportation of teams over the highways, thereby involving safety hazards.

5. The championships cause unfavorable criticism of the schools because of the late hours at which children are returned to their homes.

6. More effort and interest by the school children can be gained through the county interschool and intramural programs than through the intercounty program.

7. Many more children can be accommodated in the intramural and county program and at a smaller cost to the school.

With the discontinuing of the shore championships, Cambridge High School, which had played a representative schedule on the Eastern shore and was undefeated, invited Allegany High School of Cumberland, winner of the Western Maryland interscholastic league championship, to play for the unofficial championship for

county high schools. The game was played in Cambridge and was won by Allegany 68 to 44.

The game was a high-scoring affair with rather loose defensive play. Both teams stressed offense more than defense. The play was fast and hard from the beginning to the end. The teams used a man-to-man defense with Cambridge covering as soon as they lost possession of the ball. Allegany dropped back and set their defense past the center of the floor when they had time but were frequently caught flat-footed by the Eastern shore's long-passing and other fast-breaking tactics. Cambridge seldom had more than three and, most of the time, only two players trying for defensive rebounds. This left one man free to slip down the floor for a long pass and two men outside the free-throw line ready to break as soon as possession of the ball was obtained. Three-fourths of their offense was the fast break but if the defense was set, a pass and cut or a dribble through was the usual procedure. When these failed, several sensational long shots were made from the center of the floor and beyond. Cambridge used two men in and three out in a modified double-pivot style of attack.

Allegany was inclined to use a more deliberate style of offense but with Cambridge forcing the play, they were compelled to quicken their pace to meet the aggressiveness of the home team. When the defense was pushed back past the center of the floor without a scoring opportunity, a set formation of three in and two out was used to work scoring plays.

Cross-court and side-line screens were used frequently. A number of close-up shots were obtained by the failure of the Cambridge forward to follow his man underneath the basket after a cut. A quick pass to this man resulted in many easy chances. Allegany also scored frequently with set shots and one-hand shots from around the free-throw line.

Diagram 30 shows a cross-court screen used by Allegany. X2 passed to X4 and X4 passed to X3 coming across the court to receive the pass. X3 came to a quick stop, returned the pass to X4 who came around and brushed his man off on X3 and X3's guard. If X4 were successful in his screening effort, he dribbled in for a lay-up shot. Otherwise, he had the option of passing to X2 who had hesitated, before cutting or passing back to X5 for a set shot. The play was worked from both sides of the floor.

In Diagram 31, a screen used by Cambridge, X5 passed to X4 and had an option of cutting to receive a return pass and dribbling through or of setting up a screen for X2 who came around and cut down the sidelines to receive a pass from X4. X1 came across to cover the play while X3 started to pull out and then reversed quickly for a cut. The play was worked from both sides of the floor.

MICHIGAN

Upper Peninsula, Class C

Eddie Chambers

High School, Crystal Falls

THE five teams represented in Class C in this year's tournament were the best in their respective class north of the straits. All of the teams were evenly matched and displayed a high caliber of basketball. The majority used the man-for-man defense with a fast break, two and three men in.

My problem at the beginning of the 1940 season was a difficult one. We had gone through the preceding season undefeated, having run our string of victories up to twenty-two. We then continued on this season until victory 34 was posted and then we were defeated two games before the district tournament. Pressure due to publicity was very strenuous on the boys.

Nevertheless by short practices and rest I was able to get the boys back in their stride for the tournaments.

My team lost two regulars and five substitutes last June. I had a very good nucleus and filled in with two boys from the B team. My team, composed of rangy boys used two sets of offenses, three men in and two out, and two men in and three out. We tried to convert screens so we could get a man clear for a shot at the basket.

We used the fast break whenever the occasion presented itself. I had two boys who were very good on intercepting passes and that made it possible for our fast break to win many games for us.

We used an assigned man-for-man defense, with my boys sliding and playing the men with the ball very tight. This year I tried a checking defense all over the floor and it worked out to good advantage for us.

Good substitutes played a major role in our victories and I was fortunate in having two boys who were very adept in diagnosing the opponents' moves and in being able to set up something new for us to use.

NEBRASKA

Class B

G. W. Littrell

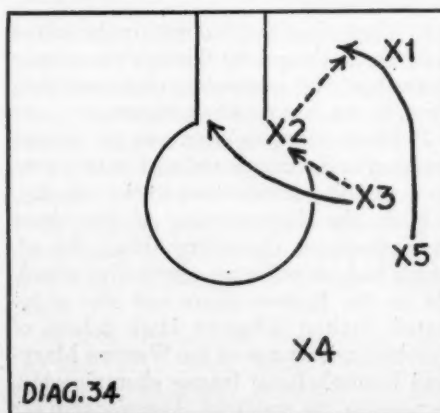
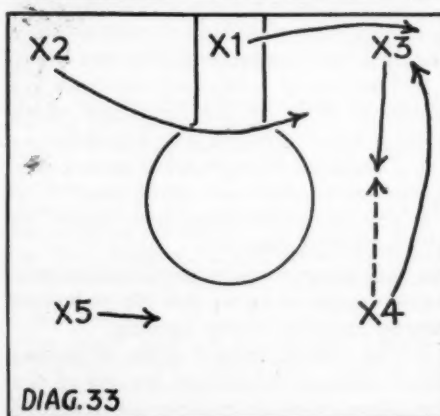
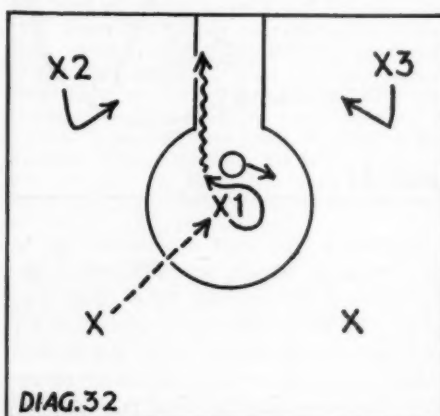
Indian School, Winnebago

ICE-COVERED roads discouraged a large number of Nebraska basketball fans from attending the state tournament the first two days. The semifinal games attracted a record-breaking attendance, according to State Secretary, O. L. Webb. Fans, officials and coaches in general contended that teams in Class-C and Class-B divisions were improved teams over past

years. State tournament receipts totaled \$6,352.25.

Creighton Prep of Omaha displayed by far the most brilliant team play, which reached a high against the Jackson team of Lincoln in the semifinals. Jackson, a finalist of last year and undefeated in the current season, was humiliated by Creighton, the score being 45-24. Creighton was crowned Class-A champion after defeating Hastings, Fremont, Jackson and Lincoln on successive nights.

The Winnebago Indians won the Class-B tournament and provided a typical story book finish in the face of discouraging elements. The Indian team, from North East Nebraska reservation, played a season of spectacular victories over several of the strongest teams in Iowa and Nebraska. The team added much to the color and attendance of the State Tourney. The boys were dressed in specially designed suits, portraying Indian tradition.



In addition they were accompanied by Lightfoot Blackfish, a seven-year-old Indian dancer, who, in native regalia, stepped off the Pipe, Friendship and Eagle dances of his tribe as an intermission attraction. Aside from this picturesque background, Winnebago displayed a brand of ball that captured the fancy of almost every spectator in the Coliseum.

The Winnebago five used a strict man-to-man defense. Only on rare emergency cases were they allowed to switch, race peculiarities requiring a strict adherence to this policy. Practically every member of the team is ambidextrous, the result of elementary training while in the grades, where this is encouraged. Consequently 90 per cent of the shooting, from practice over a period of years, has developed uncanny accuracy. The team offensively hits as high as 50 per cent of their shots.

From observing season and state competition, I have more confidence than ever in the man-to-man defense system. Teams reverting to zone defense, either because of sluggish players or small floors, may obtain better results on home floors but pay the penalty at tournament time when playing under different conditions and when meeting comparatively good ball-handling opposition. Our team will beat five zone defenses to one man-to-man defense during the span of a season. It is my judgment that in tournament play the zone defense is distinctly at a disadvantage.

The most successful individual play in which we have been most consistent is one we borrowed from Tony Hinkle of Butler University (Diagram 32). X1, after receiving the ball in the pivot position, pivots quickly, drawing his guard with the pivot. Then with a swing back while facing his guard, he pulls the ball low between them and while the guard is still off balance, smashes straight in to the basket.

Against a man-to-man defense we have successfully used the play shown in Diagram 33. Play starts with the ball in possession of X4 who passes forward to X3 and breaks at the same time. X1 works toward the corner. X2 comes across into the pivot position on the far side of the circle. X5 covers up behind the play.

In Diagram 34, X3 passes to the pivot man who is cutting across to meet the ball. If X3 is covered, X1, in the corner is an outlet for the ball. X2 stops in pivot position and faking to X3 coming around finally passes back to X5 who goes in for a set-up. In general, however, we use plays only in practice as a basis for situations that may arise during the games.

OHIO

Paul Hoernemann

High School, New Philadelphia

OHIO, long one of the basketball "hotbeds" of the nation, has between

1,400 and 1,500 teams competing in two classes—A and B. Sectional and district tournaments qualify sixteen teams in each class for the state-final tournaments which are played at Columbus under the direction of the Ohio High School Athletic Association.

This year, for the first time in history, two teams, undefeated throughout the season, met in the finals of the A tournament with New Philadelphia winning its first title by defeating Canton McKinley High 30 to 22. New Philadelphia finished the season with twenty-five consecutive victories and McKinley had won twenty-two in a row before meeting us in the finals.

To reach the finals, we defeated Bellevue, Akron South and Dayton Fairview. McKinley previously defeated Martins Ferry, Findlay and Massillon in the early rounds.

After watching the sixteen Class-A finalists, I was particularly impressed with the effectiveness of the zone defense which we used exclusively throughout the season in which we met the best offenses in the state. Fully half of the teams in the tournament used the zone.

In meeting McKinley, we opposed a team which had used a man-for-man defense with unusual success throughout the year and a set offense, built around screen plays and a double pivot executed by two unusually tall boys. Our zone was of the 2-1-2 type and we were able to hold McKinley to its fewest number of points throughout the year.

We used two small and shifty guards in the front positions and our three taller and more rugged boys in the back spots. By practicing nightly throughout the year against all conceivable offenses, we were able to adapt our zone to any type attack. Against teams which attempted to shoot over our defense, we moved our zone out and against teams, whose players were not good shooters, we dropped our defense back in.

Sports writers commented freely on our zone, pointing out that defense is still an important part of the game even though many coaches have slighted it to concentrate on offense.

We did not neglect our offense, as our 38-point average in twenty-five games indicates that we were able to score with the best of our opponents. We used a slow, deliberate offense with the fast break used only as a change of pace at opportune moments. We played our two largest boys in the corners and our three smaller players in the front positions, leaving the middle open for fast breaking. We stressed, all season long, the importance of keeping possession of the ball and taking only our good shots. Fortunately, our five regulars could all fake and shoot with either hand and this gave them a decided advantage over most of their opponents.

I feel that our championship and undefeated season was due largely to our

zone defense, our modified offense and the splendid physical condition of our players.

NEW JERSEY

Group 11

Mike C. Malley

High School, Wildwood

THE Public High Schools of the State of New Jersey are classified as follows: Group II: Schools with male enrollment of 100 to 299. Group III: Schools with male enrollment of 300 to 599. Group IV: Schools with male enrollment of 600 or more.

Wildwood High School comes under Group II, as the male enrollment is 225.

The State of New Jersey is separated into four divisions, namely: Northeast Jersey, Northwest Jersey, Central Jersey and South Jersey. There are schools of all groups in each division, and the winners in these groups meet for the championships of the State according to their classifications. Since Wildwood is a Group-II school, tournament play in this group will be described.

At the beginning of the season, Wildwood was not an impressive looking team. There were just one veteran and two second-team men back to form the nucleus of the team. Three games of the first four were lost, but improvement could be noted as the season advanced. Practice was started early in December and the boys reported every afternoon after school, with the exception of those nights on which there were games scheduled. Fundamentals were stressed, there was very little scrimmaging and much individual attention was given the recruits.

Wildwood teams had won the South Jersey Group-II championship for four years, and had reached either the state semifinals or finals each time. So it remained for the team of 1940 that was off to a poor start to win the Group-II state championship, and to be the first Group-II team in the South Jersey division to win a state championship.

Wildwood met Bogota on Saturday afternoon, March 16, 1940, at the Armory in Elizabeth, New Jersey, for the Group-II state championship. This game produced teams of different offenses and defenses. Bogota played the same type game against Wildwood as they had against Cranford.

Wildwood used a quick-break game, not shooting until they had worked the ball in under the baskets for easy lay-up shots. Against the 2-1-2 defense set up by Bogota, Wildwood used a three-man figure eight, cutting all the time, with the guards staying back at a safe distance and feeding the ball to the forwards and center on cuts. Wildwood's greatest offensive play consisted of the player on the weak side cutting back across the free-throw line,

then pivoting for a dead center lay-up shot. This play was worked by a boy who shot with either hand and faked in the direction opposite to that in which he was going to shoot. The same boy passed back to his guard who came closer, using himself as a pick-off man, while the guard shot in very close. These guards scored nine baskets in this maneuver.

Wildwood used a man-for-man defense of the rushing type. This defense was set up as soon as Wildwood lost possession of the ball, and it seemed to confuse the opponents. They became very careless in their passing attacks, and a great many times we were able to intercept their passes. Our defense proved so tight in the last half of the game that Bogota was able to score only one point in the third period and four in the fourth. Wildwood won the game with ease, the final score being 34-18.

The scoring on the Wildwood team was very evenly distributed among the players, while Bogota depended on one man who scored ten of the first twelve points in the first half, but was held scoreless in the last half.

The success of the Wildwood High School team was due to their consistent shooting of field goals. The team averaged 55 per cent of the shots taken at the basket all during the season, and 80 per cent of their free throws.

We do not believe in trying to teach a great number of plays to boys of high school age. We did, however, insist that a player be able to make at least 50 per cent of his shots and that he be able to handle the ball smoothly and not throw it away when in his possession. Fundamentals were our "theme song" and they helped Wildwood win a state championship.

OKLAHOMA

Hugh Warren

High School, Ada

OKLAHOMA is divided into thirty-two districts in which tournament play started on March 1, 1940. There were over one thousand teams entered which made this the largest tournament in the history of the state. The sixty-four largest schools competed in Class A and the others in Classes B and C.

The eight regional tournaments were won by: Durant, Ada, McAlester, Enid, El Reno, Webster High School of Tulsa, Frederick, and Central High School of Oklahoma City. Ada and Enid were seeded and placed in opposite brackets. El Reno and Central were also seeded and met Ada and Enid in the semifinals.

Ada and Enid met for the first time this season in the finals of the state tournament. This was also the first time either of these towns had ever been represented in the finals of the state tournament. Ada, which was the number one seeded team,

emerged the victor by the score of 33 to 30. Enid had more height than Ada and tried to fast-break but lost the ball too much by doing this. They started a revolving offense which worked until Ada went into a man-for-man checking defense which kept Enid from working the ball in for a close shot. Enid finally tried the double-post formation which worked better for them than any that they used as they had a left-hander who worked nicely around the free-throw line.

Ada played fairly close to their men and checked on all screens. Even though a small man had to check off on a large one, this defense still worked. This stopped all set-ups and caused Enid to shoot from around the outer part of the free-throw circle. Ada was fortunate in having the best center in the state for getting rebounds as he gathered in almost 75 per cent of them in this game. Enid's center was the taller man, but could not jump and gage the rebounds well enough.

Ada's team consisted of three boys over 6 feet in height and two small, fast men of about 5 feet, 9 inches. The large boys played under the basket on both offense and defense and the small boys out. Ada used the fast break for several baskets but was forced to work the ball through on a double-post formation after Enid's defense set. Enid employed a strict man-for-man defense with no checking. When a man found himself screened off, he slid behind the screener. This gave Ada some good set shots before the man could come out and cover.

I did not see any zone defense used in our tournament. I suppose that our defense was more like a zone, for we were the only team to use a checking man-for-man defense. On the whole, the teams with the exception of one tried to use the fast break as much as possible. Oklahoma City Central used a slow break and revolving offense. I believe that they had the best passers of any team in the state. They kept the ball for a long time trying to work for a lay-up shot. Teams scored less on Oklahoma City mainly because they used the revolving offense.

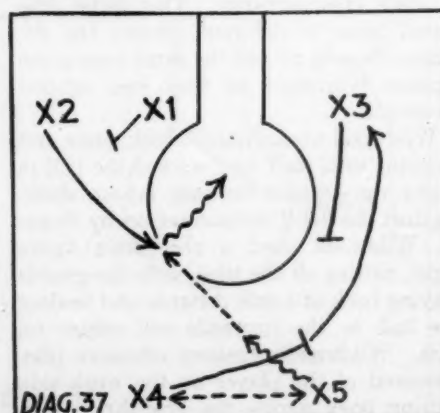
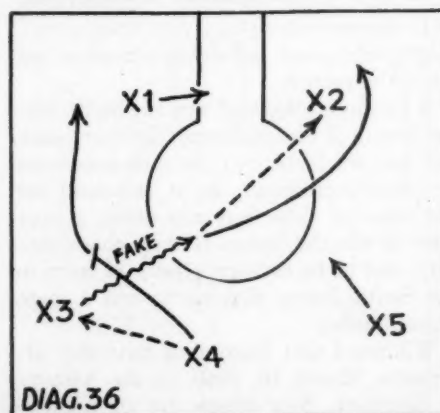
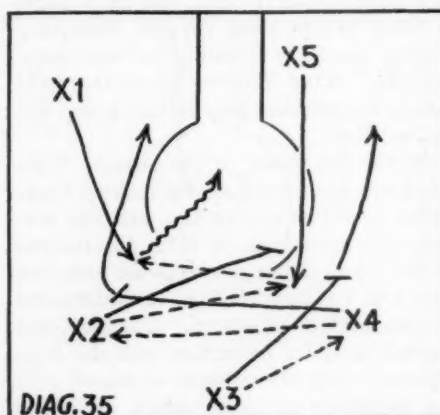
The interesting thing about our state tournament this year was the fact that the East Central and Southeastern part of our state had the best basketball teams instead of the Central Big Three, namely, Tulsa, Central of Oklahoma City and El Reno. They have had things their own way until this year. I think that the good gymnasiums that are being built in this section have much to do with the improvement of our teams.

The basic formations and plays used by Enid and Ada are as follows: Enid's Offense (Diagram 35). X3 passed to X4 and screened. X4 passed to X2 and cut inside of X2, thus forming a natural screen. X2 then passed to X5 who had come out to the X4 position; X5 passed to X1. X1 cut through the center. This was nothing

more than a revolving offense, but it worked well if the opponents did not check. All the men were working in and out and any man tried to score when he found an opening. Most of the shots came around the free-throw line on this type of offense.

Enid's double-post (Diagram 36). X4 passed to X3 and screened for X3. X3 dribbled around, passed in to X2 and drove on by X2 who was left-handed, faked to X3 and shot a one-hand spin shot which was followed in by X2, X1, X3 and X4. Sometimes X2 passed back to X5 who took a set shot.

Ada's Offense (Diagram 37). X4 and X5 were two excellent ball-handlers. They passed the ball back and forth until X2, X1 and X3 could set up. Then X4 passed to X5 and screened. X5 dribbled around and gave the pass to X2 whose man had been screened off by X1. X3 screened for X4 who drove on under the basket. X2 might shoot to X4 or to X1 who drove



after he screened for X2. X3 was usually open for a set-shot if the others failed to open up. The three men playing in used one-hand shots almost altogether while the two small boys playing out were good on set shots which kept their guards pulled out and gave X2, X1 and X3 room to work. We worked all plays off this formation. Sometimes X3 drove directly under instead of screening for X4. Sometimes the pass went to X1 who faked to X2, then spun and shot with either his left or right hand.

Class B

Grover Bradley

High School, Burbank

FROM the thirty-two district tournaments in which Oklahoma is divided the winners go to eight regional tournaments, and the eight winners then go to the state tournament, held at Oklahoma City.

I usually start practice around the tenth of November, and work on fundamentals for the first month. For the next month and a half, I work my boys hard and play many games. About two weeks before the tournaments begin, we take it very easy, working only enough to keep relaxed and limber.

We have gone to the state tournament for the past two years. At the beginning of this season, prospects did not look very good as I lost four regulars from last year's team. This left me with one experienced boy and six good sophomores with whom to build my team. We won twenty-eight out of thirty-one games in the season's play. We also won our Conference, County, District, Regional and State tournaments. Thus our total was thirty-nine games won and three lost for this year.

We used the man-to-man defense until the second semester of this year. I then changed to a zone defense with a sinking front line. I changed to this because it was better for the type of boys I had and it was different from the style of ball other teams were using. Our offense was composed of a few set plays with a pivot man being the key man for screening. On a tight defense we dropped our set plays and tried long shots depending on them and on our rebound shots. We were not a high scoring team, but one that depended mostly on defense, our yearly average per game was thirty-one points to our opponents' eighteen points.

I usually used two different teams to play so many games. This gave my reserves more experience and has been very valuable in tournament play.

Our regional tournament was very hard for us this year as we had a young and inexperienced team. Both of our regional games were won in the last minute of play, by a margin of four points each. In the

(Continued on page 29)



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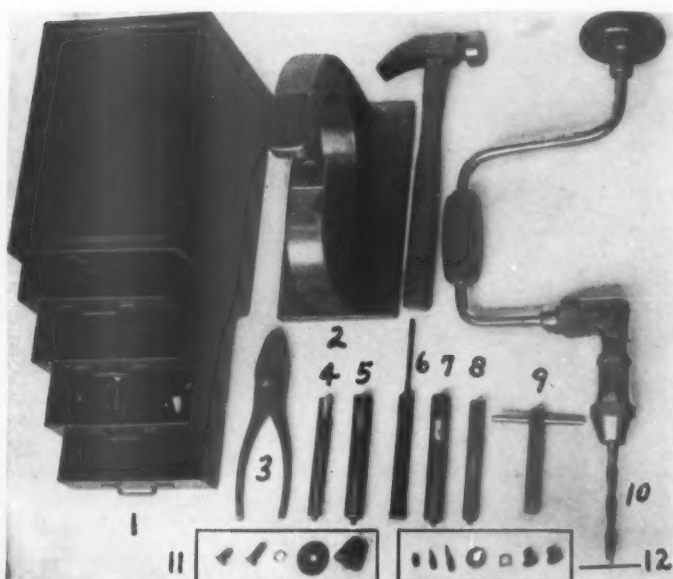
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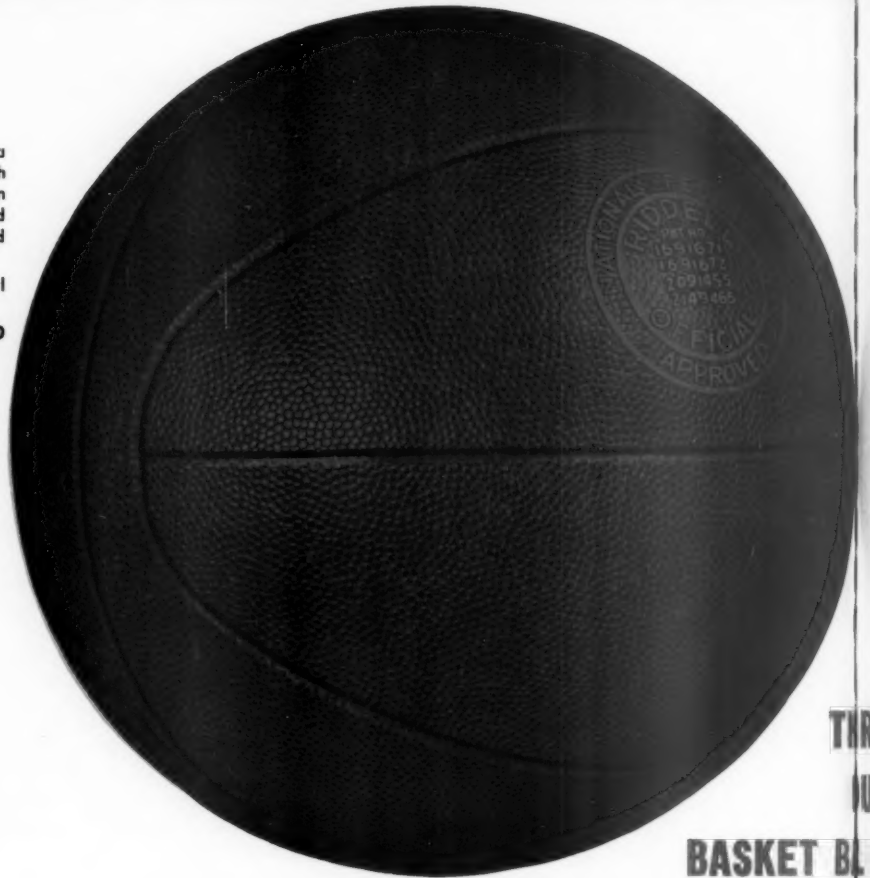
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A light basket ball shoe in colors for game use. Made up special, requires 3 weeks.

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Style 55—Yellow

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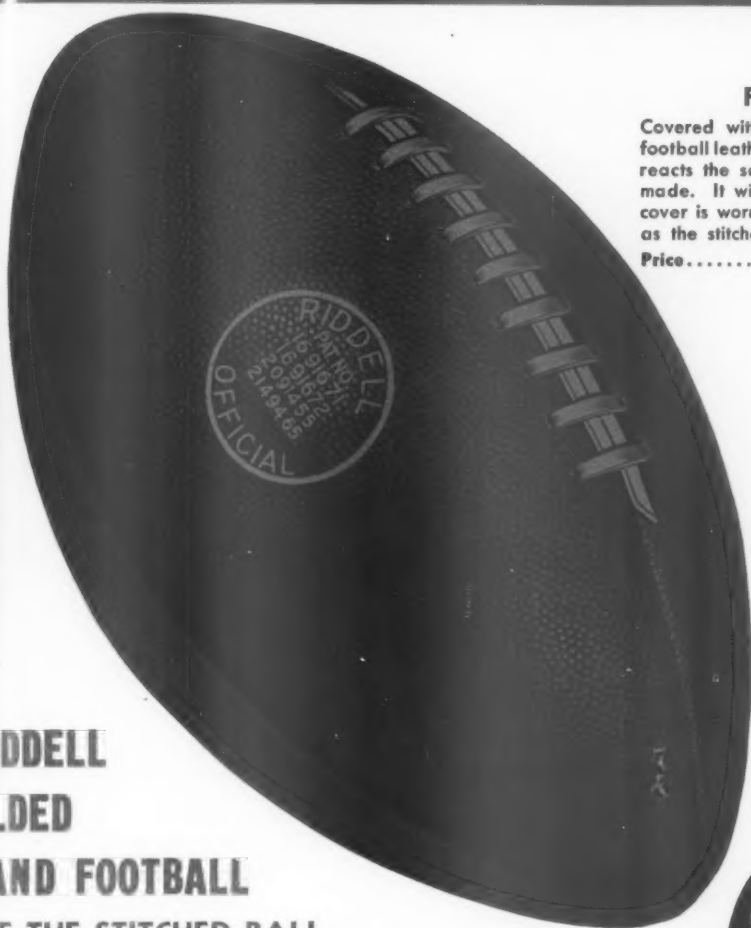
Laces, gross.....	\$4.50
Outsoles (Light-colored, non-marking), per pair.....	1.25
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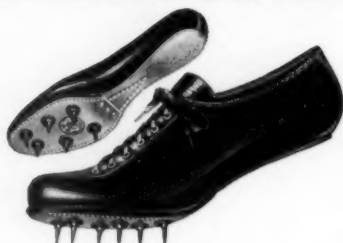
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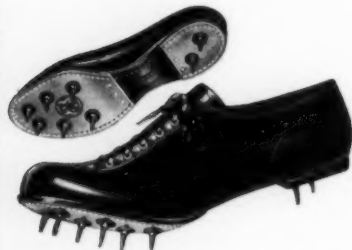
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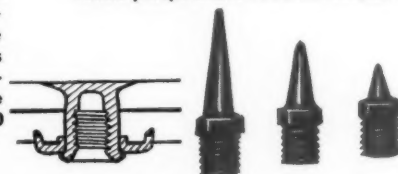
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Pitchers' Toe Plates, loose, full cap aluminum, each.....	.60

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Chicago, Illinois

The 1940 Basketball Championships

(Continued from page 24)

state tournament the first two games were not so hard, but the final game with Walters was one of the most thrilling games I have ever seen. There were never more than four points difference. However, we were in the lead all of the game. They had a rugged, hard-driving team that went under the basket for most of their shots. I observed this and set a tight zone defense which proved very valuable. With one and one-half minutes remaining to be played, my best floor man was fouled out on a double foul. The score was twenty-five and twenty-six at this time. Walters made their free throw which tied the game at twenty-six. My boy stepped to the line and dropped the ball through for a twenty-six to twenty-seven score.

I contribute my success this year to the good, clean, hard-working boys with whom I had to work. We always practice the best of sportsmanship as it pays in the long run.

Class C

Jack Furr

High School, Nuyaka

NUYAKA basketball team employed both the man-to-man and the zone defenses. We liked to play the zone defense because it conserved energy for a fast break, and also because so many teams are coached only to play against the man-to-man defense, that it is very difficult for them to penetrate this type of defense. Ada, the Class-A champions of the state were defeated by our boys because they had not played against a zone defense, and they could not run their set plays that worked so beautifully against the man-to-man defense. We tried to play the zone defense with two men back, and screened the offensive men out for the rebound. To show how effective this defense was, the boys have never lost a game in two years.

We tried to use a fast break on the offense, but when this failed screen plays were set up with our center on the post, forwards on the side, and the two guards back. The center usually did the screening for the forwards, breaking toward the goal. Rarely ever did the guards break in, thus giving us security from a fast break.

Diagrams 38 and 39 show some of the set plays that we used. X4 and X5 kept the ball moving fast from one to another. The center X1 screened X3's man; X3 broke for the basket and received the pass from X4. This play was used on both sides, X2 following the rebound as well as X1.

Diagram 39. X3 was a good two-hand set-shot player and stood in front of the free-throw line. X1, the center, screened for X3 who drove for the corner to get the ball from X5.

OREGON

Harold Hawk

High School, Salem

WHAT may be the last Oregon state high school basketball tournament in which both Class-A and B schools are represented ended in the Willamette University court Saturday night, March 16, with Salem High School for the second successive year, and for the sixth time in the twenty-one years of the tournament, capturing the state title.

A movement is already under way by the Oregon State High School Athletic Association to conduct separate A and B tournaments, and to reduce the A tournament to an eight-team, double-elimination meet instead of the sixteen-team, single elimination tournament as has prevailed for most of the twenty-one annual meets.

Salem, annually the host team for the tournament, had but one member of the 1939 championship team on the 1940 team that won the title. Super-aggressive play, with emphasis on a "get-that-ball" defense,

was undoubtedly the outstanding characteristic of the championship team again this year, as it was last.

Observers who have seen all of the Oregon tournaments unhesitatingly declared the 1940 four-day session was the most closely played in history. Fifteen of the twenty-six contests ended with no more than four points separating the competing teams. Only six of the twenty-six games were won easily by wide margins.

Fast-break play predominated the 1940 tournament, but defensive styles were almost equally divided. Eight of the sixteen teams employed man-for-man defenses and seven used zones. Salem, used a combination in which the center played a strict zone, the guards and forwards lined up in zones, but shifted as the offensive play necessitated.

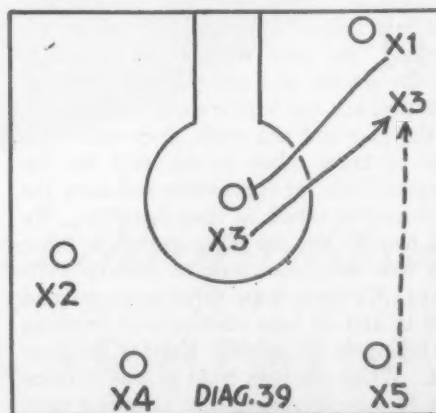
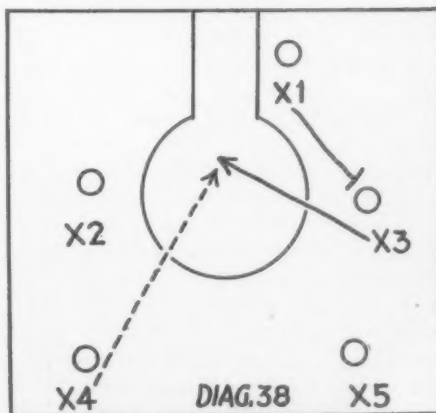
Tournament statistics reveal that the Salem team had the best defensive record. Opponents averaged but 23.5 points per game against the Salem team, while 25.6 were scored upon Salem's nearest competitor for defensive honors. Salem was second in offensive record, with an average of 35.5 scored per game.

This year we used no set plays at all during the tournament, relying entirely on a driving fast break to score, and upon aggressive "ball-hawking" to get the ball away from our opponents before they had opportunity to attempt to score. Our defense often started right under our opponents' baskets.

We took an average of sixty-eight shots per game in the tournament, with eighty-three the maximum and fifty-three the minimum. This was considerably higher than the regular season's record, which was an average of forty-seven shots per game.

Our team was far from the tallest in the tournament, its average height about 5 feet, 11 inches. The tallest boy was 6 feet, 2 inches; the shortest 5 feet, 9 inches.

We attempted to play each *entire* game as might any team in the last few minutes of a game if it were behind a few points and attempting to catch up.



RHODE ISLAND

Class A

Robert B. Morris

High School, Pawtucket

PAWTUCKET High School won the Class-A league championship by winning fourteen and losing two games. During the season the team won twenty-three and lost three games. In the final playoffs for the state championship, Pawtucket defeated Westerly High School (Class-B

Champions) by the scores of 48 to 34 and 62 to 40.

Westerly High School had a well-balanced team with an outstanding player. Using a fast-breaking and long-passing game, they were constantly driving with two forwards from the outside. A very loose man-to-man defense was used with the forwards breaking when the ball was shot by the offensive team.

De La Salle Academy of Newport had one of the finest teams they have had in recent years. Runner-up in Class-A, they went on to win the New England Catholic School Tournament and the Eastern States Catholic Tournament. De La Salle used a 1-4 defense with a deliberate offense.

Pawtucket High School used a shifting defense with a 2-1-2 set-up. The forwards and center played man-to-man up the floor, working for interceptions and falling back into the 2-1-2 as the ball was advanced by the offensive team. With two tall guards, 6 feet 3 inches and 6 feet 1 inch, it was possible to control the defensive backboards with this type of defense. From this defense the front line broke fast with the guards clearing on missed shots, and the customary pass out to the forwards or to the middle man being used in order to play for a 3 on 2-situation. The offensive break from offense to defense was stressed in all plays on the floor, missed free throws, made free throws, interceptions, held balls, and out-of-bounds plays. The players were constantly trying for the 2 on 1, 3 on 2, 4 on 3, or the 5 on 4-set-up.

The slow offense was used when fast play could not produce the situation of more offensive players than defensive players in scoring territory. A three-in and two-out set-up was used on the slow break and from this a rotary offense developed. The guards followed the pass on the cut-in and the pivot man, when not handling the ball, cut to the opposite side of the pass. From this natural screens occurred with the pass receiver cutting behind the ball-handler (Diagram 40.).

Held-ball plays were used with tall men jumping, and a defensive set-up with small men jumping. Numerous baskets were scored during the season from these plays. Out-of-bounds plays were used sparingly

—mostly in the last quarter of the game.

Diagram 41 shows a play used by Bassick High School whom we met in the final game of the New England Tournament held at Portland, Maine. This was a very effective play used on both sides of the court against a man-to-man defense. The timing and ball-handling were perfect, and I might add under the offensive basket Bassick's passing and screening from rebounds were beautiful to watch.

SOUTH CAROLINA

Class B

R. M. Stone

High School, Pelzer

SOUTH CAROLINA is divided into Classes A, B and C schools. Those having an enrollment of 400 or over are in Class A; 126 to 400 in Class B and those under 126 Class C. A lower class team may move up to a higher class by a petition to the league and stay for one year, then it goes back to its class unless another petition is sent in.

There are eleven districts in the state, each district having a tournament to determine which team shall represent the district in Classes B and C in the state tournament. Class-A teams can go if they desire without a tournament.

We start practice the first of December or late in November, stressing fundamentals. Since our squad is large we have interclass games to climax the early training period. Both the boys and girls take great interest in what we call our School Tournament, all working hard to help their classes win. After this we cut the squad and spend more time on team work, but continue to work on fundamentals all season.

Play this year in the State Tournament which was held under the sponsorship of the University of South Carolina, was of high grade and all the games were close. In Class B, all teams used a man-to-man defense, picking up their men when they got in scoring range. In Class A, some teams used a zone defense. On offense most of the teams used some form of a pivot-post attack. We used it some and if it did not work, the pivot man moved out and helped work the ball under the basket. We tried set plays at the first of the season and they worked well in practice, but the boys seemed to forget or, if the play did not work, they were at a loss to know what to do, so I let the players think for themselves and meet the problems of attack as they came up. We did not use any set plays except to bring the ball down the floor to scoring territory. We then kept three men out and two in and all kept shifting and breaking in trying to get a clear shot at the basket. When one man went in, one in came out to take his place, thus changing men.

Our team was one of the smallest in the tournament and our hopes of winning depended on never letting the ball go until we had scored, once we gained possession of it. We also depended on spot shots. These we had practiced until we could make a good percentage of them.

SOUTH DAKOTA

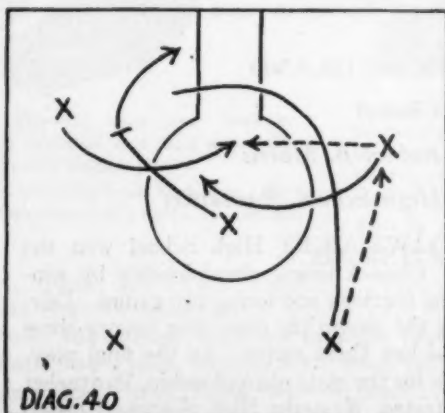
Class A

A. A. Quintal

High School, Mitchell

SOUTH DAKOTA'S tournament play this year was again divided into A and B groups, with separate champions in each classification. However, a change was made in the organization of the A-tournament play. The towns with the sixteen largest high school enrollments were designated as A schools and were subsequently divided into four sectional tournaments. For the first time a four-team tournament was held to decide the state championship.

Mitchell's State-A champions were small, with only two boys reaching six feet in height. Three boys had some previous varsity experience. Our season was in effect two distinct seasons. During the first part, Mitchell lost five of seven games, all by narrow margins. During this period a set-screen offense was used along with a conservative man-to-man defense. Then came the second phase of the season. The squad had developed to the point where twelve boys could be used without impairing the effectiveness of the five on the floor. For this reason Mitchell was able to use from ten to twelve boys in a game, with each playing about a half at top speed. Thus a shift was made in the style of play. A fast-break offense was utilized in combination with a pressing man-to-man defense all over the floor. This served to wear down the opposing players and to prevent them using a set-screen offense against us. Previous to the time that we used this latter method of play we were getting between thirty and thirty-five shots a game and were hitting from 20 to 25 per cent. When the pressing defense and fast-break offense were



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employed, the number of shots increased from forty-five to sixty a game without an accompanying decrease in the shot percentage. Thus the score average increased from twenty to thirty points a game. Mitchell did not suffer a loss after using this style of play.

Sioux Falls, Aberdeen, Rapid City and Mitchell were the champions of their respective sectional tournaments. No four teams could have been more evenly matched. Sioux Falls used, perhaps, the fastest offense of these four teams and also employed a pressing man-to-man defense. Aberdeen, a good defensive team, used a conservative man-to-man. Its offense consisted of set-screen plays. Rapid City, with the tallest team in the meet, used a slow-breaking offense which was built around a center six feet, four inches tall who was very clever with the use of a left-handed wheel shot.

Mitchell set a precedent in the state tournament by proving the necessity of a ten-man team. There were no individual stars on the squad. Each boy was substituted the maximum number of times in each game. This proved a decisive factor in the Sioux Falls game. This game was one of the fastest in tournament play and, in the end, the substitutes made the difference between victory and loss. In the championship game with Aberdeen, the same proved true. It was the fine balance of the Mitchell personnel which enabled them to build up a lead in the third quarter and to stave off the closing rally of Aberdeen. Mitchell won 29-24. This was Mitchell's fifth team to enter the finals in the last ten years, three of whom emerged as state champions.

The set offense which we used during the first part of the season, as previously explained, is illustrated in Diagrams 42, 43, 44, 45 and 46. These show three men in and the center screening to the side opposite from the forward who receives the first pass from the guard. All three front men were used interchangeably. After a forward or the center received the ball, he was permitted to utilize his individuality as much as possible to drive to the basket. We tried to get the ball into the center whenever we could. When this was done, the forwards broke behind their

defensive men and toward the basket (Diagram 45). This could also be employed successfully against zone defenses. The center would pass, pivot and shoot or fake and dribble for the basket. It was discovered that the forwards became more effective when operating deeper in the corners. The guards used either an inside or outside screen to open up the defense (Diagrams 44 and 46). If one did not work the other was put to use. As a variation the center, X3, sometimes broke to the same side on which the ball was passed in to the forward. The forward X1 passed to X3, then used a change of direction in a drive toward the basket. X5 broke to the free-throw line and X2 came to the back court (Diagram 43). Later in the season our set offense was used whenever the opponent retreated back of the center of the floor; otherwise we utilized a fast-break. Our fast break was sometimes devoted to the three-lane system, the players always looking for

someone ahead to whom to pass; at other times it began from a criss-cross, ending up with a player driving into the area of the free-throw line. Much of our practice was spent in developing in the boys the ability to change quickly from defensive to offensive tactics.

Class B

Frank A. Kerner

High School, Deadwood

DEADWOOD High School won the Class-B title for the second successive year. Our tournament which was held at Brookings, situated in the extreme Eastern section of the state, drew a large number of sport enthusiasts from all parts of the state. A delegation of more than 200 enthusiastic Deadwood fans battled their way through snowy South Dakota weather for 450 miles to the scene of the tournament.

Practically all the teams in the tournament used a strictly man-for-man defense while the champions used a fast, shifting-ball defense, a massing-type defense which would shift with the ball. The success of this defense was due to four fast boys who were exceptionally good "ball-hawks." None of the four boys were over 5 feet, 10 inches in height with the exception of the center who was 6 feet, 1/2 inch and was fairly fast for his size. This type of defense gave the team excellent opportunity for fast-break which was the basic principle of their offense. The team was capable of shifting into a four-man defense when one of the forwards would miss an attempted interception and find himself out of the play.

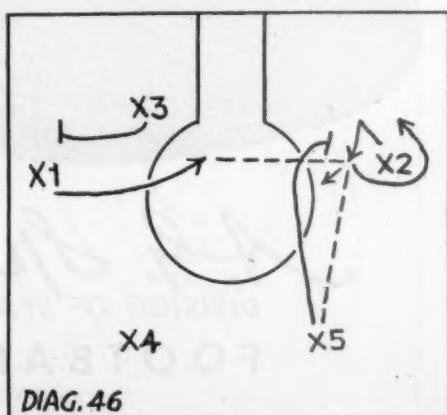
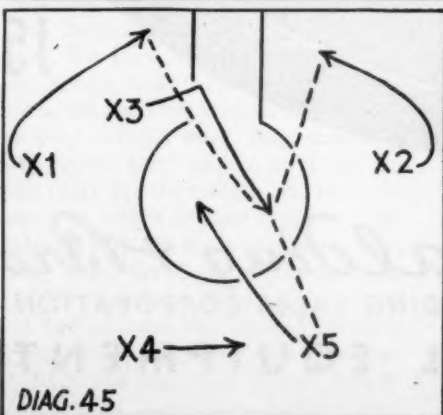
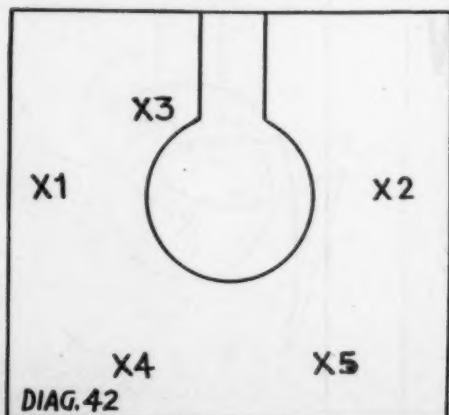
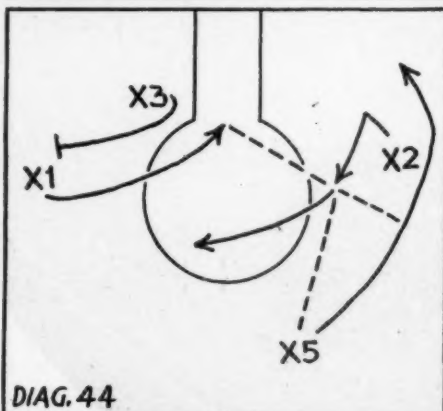
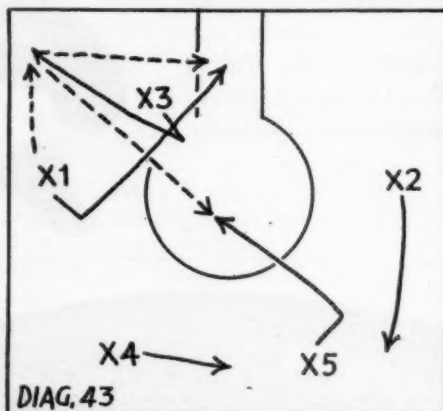
TENNESSEE

Tip Smith

Bradley County High School

Cleveland

THE scores of our state tournament games were 36-26 over Trenton, 27-22 over Springfield and 25-22 over Father Ryan. West Tennessee was represented by four teams, three of which used a zone



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defense. Two of these teams, Milan and Trenton, used three men out and two back under the basket. Browns, another West Tennessee team used a 2-1-2 zone. Incidentally, all teams using a zone defense were eliminated in the first round. All representatives from East Tennessee and Middle Tennessee used a man-to-man defense. The main offense used by West Tennessee teams was a pivot-post, with a tall center placed near the free-throw lane, and the ball worked to him for shots. These teams all had men who averaged around fifteen points per game from that position.

Springfield's attack was centered around the left forward who was a good one-hand shooter in front of the basket. They also used screen plays for their guards, breaking to the basket on several occasions. Practically all of their screen plays started with the center picking off for one of their forwards and the guards doing some inside screening and rolling.

Father Ryan and Bradley County High used practically the same style of play both offensively and defensively. Both teams used outside screens to shake the guards loose. Both teams used their spot man more for a feeder than for a shooter. Both teams played the pivot man out in front of the free-throw circle part of the time and set up plays for their guards breaking to the basket.

Attendance was unusually good in spite of the fact that all four of the West Tennessee teams were eliminated in the first round. The officiating was good.

Our pet play was the outside screen shown in Diagram 47. X4 passed to X5 and moved three steps toward X5 while X2 was coming up for screen. X4 pivoted and broke down the side line. X5 passed to X1 who had moved out to the free-throw line. X1 passed to X4 under the basket, or if the guards tried to shift, he passed to X2 for a set shot.

In Diagram 48, X4 passed to X2 and put an inside screen on X2's guard. X1 picked off X3's guard and X3 broke across center to the basket for a lay-up shot.

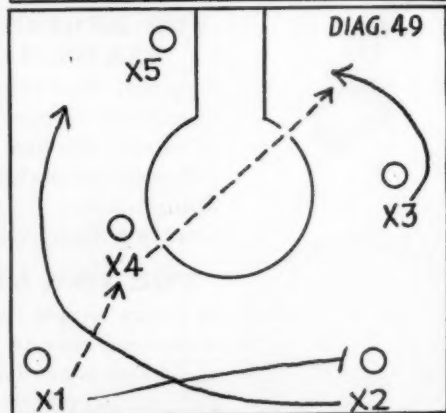
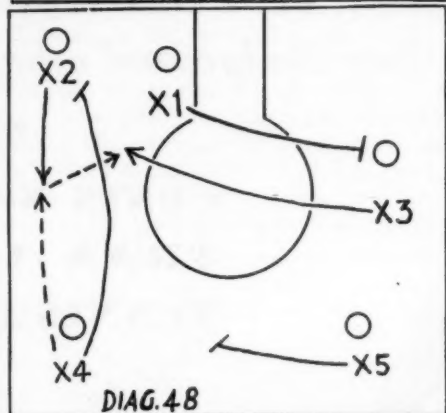
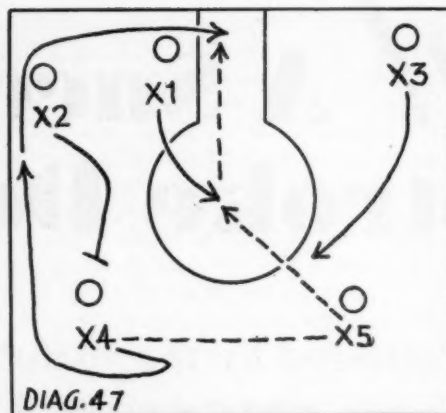
In Diagram 49, X1 passed to X4 and screened X2's guard. X5 screened X3's guard and X4 passed to X3, cutting under the basket. He might also pass to X2 breaking down the side.

TEXAS

Milton Jowers

High School, San Marcos

LAST Fall some 1600 teams began practice with the hope of being crowned schoolboy basketball champions of Texas for 1940. Tournaments held in county, district and regional centers eliminated all of this number but eight teams by March 3rd. The winners of the regional tournaments met in Austin, March 8 and 9th, for the annual state tourna-



ment.

Basketball in the regions of Texas varies greatly as to style and general technique. Four teams used a fast-breaking offense, three used a semi-fast break, and one, San Marcos, used a slow-break. Two teams used a strictly tight zone defense, four teams used man-for-man over the entire court, and two a modified zone and man-for-man on one-half of the court.

We began practice in San Marcos on the first Monday after the Thanksgiving holidays. Practice periods varied from an hour and fifteen minutes to an hour and forty-five minutes in length. Thirty minutes each day was devoted to a free-play period in which the boys worked to improve their individual technique. The remaining time was spent on general team play, scrimmage and the shooting of free throws.

From the first day of practice it was quite evident that we were to be short on reserve strength. Although some forty-

five boys were out for the team, only eight showed promise of helping this year. It was a matter of getting these eight in good enough condition to last the season. In our season of forty-eight games, forty-seven of which were won, only four times did we lose a player via the excessive-fouls route, one of these being in the final game of the state tournament.

Our team was composed of probably the smallest players ever to win the state tournament, the average height being 5 feet, 10½ inches, with one boy 6 feet, 1½ inches. It was, also, probably one of the slowest teams. None of the starting five could run a 100 yards in less than eleven seconds. Our offensive style of play called for a slow, deliberate break, good ball handling, short passes, plenty of head-and-shoulder feinting, all aimed to give us close shots around the free-throw circle. In our three games at the tournament, we had possession of the ball for an average of nineteen minutes per game compared to thirteen minutes for our opponents. Shots were taken only at a comparatively short range for a 34 per cent accuracy. Our aim was to convert the miscues and fumbles of the opponents into goals on our side of the ledger.

I believe, however, that our defensive ability was more instrumental in our winning than was our offensive strength. Throughout the season we used two types of defensive strategy; one, a man-for-man over the entire court, the other, a tight man-for-man under the basket which called for the shifting of men after every set or moving screen.

Teams competing in the state tournament are usually well matched, and 1940 was no exception in this respect. Livingston, the defending champions, used a set 3-2 offense unless the opportunity for a fast break occurred. They were fortunate in having one of the most clever pivot men I have seen in high school circles for some time. They used a loose man-for-man defense over the whole court. Livingston was strictly an offensive club, depending upon its ability to out-score the opponents. El Paso High School, runners-up in 1940 used a fast break after every pass interception and rebound. After a field goal by the opponents, provided the defense had time to become set, El Paso used a windmill-type of offense designed to secure close shots around the free-throw lane. They used a man-for-man defense over the entire court. Crowell, the other semifinalist, used a fast-breaking offense. Many long passes were used by this team with uncanny accuracy and with splendid results. This offensive set-up worked off a zone defense, set tight under the basket of the opposing team.

None of the participants depended entirely upon set plays, although one team, Waco, used them occasionally. The variability of the types of defenses, and particularly the man-for-man over the whole

"SIGNALS



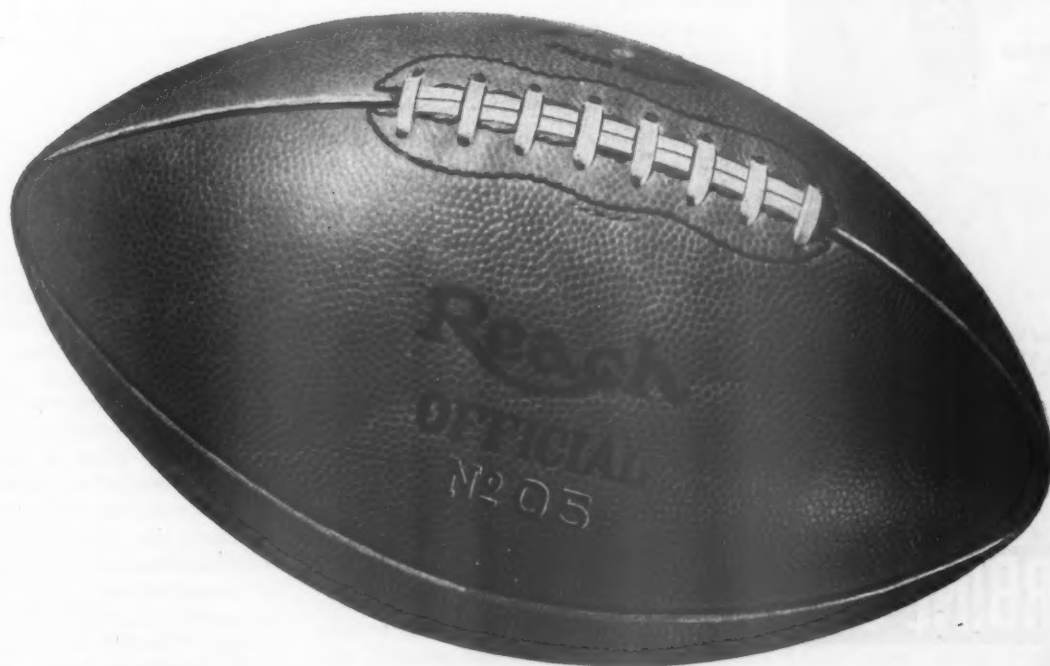
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● Call the roll of all the veterans on your squad. Here's one you can count on for heads-up play in any emergency — the REACH 05 Official Football.

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● FREE—this handsome chart consisting of ten drawings of muscles used in various sports, with names clearly printed on each drawing. Printed in two colors on cardboard—size 22" x 16".



At all druggists. \$1.25 a bottle. FREE SAMPLE—Write W.F. Young, Inc., 245J Lyman Street, Springfield, Mass.

ABSORBINE JR.

**FAMOUS also
for Relieving
ATHLETE'S FOOT,
STRAINS,
BRUISES**

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court, throughout Texas made this practice impracticable.

A word, in conclusion, about the general conduct or sportsmanship at the meet. In my opinion, the officiating was good, and the sportsmanship of the several coaches and players was above the average. The conduct of the crowd at the meet, however, was far from desirable, as there was a great amount of booing of decisions made by the officials. I think, perhaps, a great deal of this practice could be eliminated if those of us directly connected with the game took greater interest in the game-conduct where this booing begins, that is in our own high schools and in our home games.

WASHINGTON

James Ennis

High School, Everett

SIXTEEN teams competed in the 17th Annual State of Washington basketball play-off, held at the University of Washington Pavilion. The games played throughout the tournament were hard fought, many games being decided in the overtime periods. Yakima High School alone played three overtime games.

Most of the teams in the play-off featured a fast-break offense with very little checking. The stress was laid on offensive basketball. A few teams used the deliberate style of offense, handling the ball until a good shot presented itself and taking very few long shots.

Pine City, with a school enrollment of thirty-seven, was the chief exponent of the fast-break offense. The boys were small and fast and could handle the ball; they were in reality "ball hawks," checking all over the floor.

Most of the teams using the fast break played a strict man-to-man defense. In fact, twelve out of the sixteen teams competing in the tournament used a man-to-man defense; the other four using a 2-1-2, 3-2, or a 1-2-2 zone.

For the first time in seventeen years Everett High School, one of the largest schools in the State of Washington, won the State's highest basketball honor, the State Championship. Blessed with the best material in the state, the team rolled through twenty-two regular season games, three district games, and four state games without a loss. It was heralded by newspaper men and coaches alike as one of the greatest teams ever to win the state title. It broke every state record possible with the exception of the individual scoring record. It amassed two hundred points in four games while holding the opponents to an eighteen and three-fourths average. By holding one team to six points, a new defensive low record was made and by winning the final game 64 to 19, Everett set a new scoring high for one game. The

team had everything that a coach could ask for; size, speed, ball-handlers, good shots, good checkers and a fine team morale.

Everett players combined the use of a fast break and set offense to carry them through the tournament. They were taught to break fast, when first gaining possession of the ball. Two forwards and a center were used to work the ball in, each man being assigned to definite spots, according to his ability to work from some particular spot. Plays were given to the boys but they were used very little throughout the season. The time spent on plays was worthwhile from the standpoint of team play. From these practice plays, the boys knew where to find their teammates in the offensive drive, and from them they learned something about cutting and screening on which they capitalized many times during the season.

On defense Everett used a pressing 2-1-2 zone to advantage all season long. An average of twenty points per game was scored against them during the season. The two front men stayed down the floor when the ball fell into possession of the opponents, while the guards and center fell back across the center line and picked up the men in their respective zones. Everett in using this type of defense, scored many points as a result of pass interceptions in the front court.

The 1940 State of Washington Basketball Tournament will go down in history as the most successful tournament ever staged by the University of Washington. New attendance records were made and a greater financial profit was shown than ever before.

WEST VIRGINIA

V. Everett Brinkman

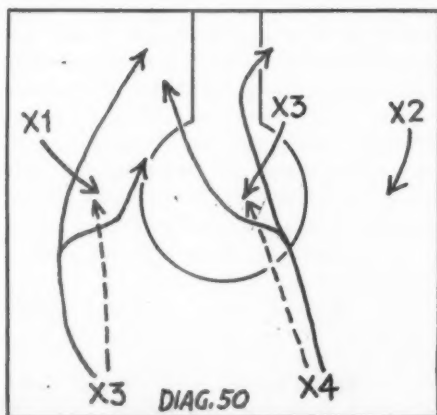
High School, Wheeling

EIGHT regional champions met in a blind-draw final tournament held at the University Field House, Morgantown, West Virginia. Tournament records were broken as new history went into the record books. Washington-Irving of Clarksburg, with an undefeated record of twenty victories and one defeat, were co-favorites to win the twenty-seventh annual event. The two teams met in the opening-day session; Wheeling was the victor 52-32. The other first round contests ended with the following results: Kingwood with an undefeated record of twenty-four victories fell before South Charleston 54-38; Beckley defeated Gary 59-46; West Fairmont defeated Logan 57-26. In the semifinals Wheeling defeated South Charleston 62-45; while Beckley disposed of West Fairmont 44-34. The score of the final game was Wheeling 64, Beckley 49.

Various types of offense and defense were used by the competing teams. Zone

defense varying from the 3-2, 2-3, 2-1-2, 2-2-1 were used. Kingwood, Gary and Logan used a zone defense exclusively. South Charleston used a zone defense part time. A man-to-man defense was used exclusively by Wheeling, Beckley, Washington-Irving and West Fairmont. South Charleston used a man-to-man defense, checking all over the floor part time. Wheeling used a retreating man-to-man defense, picking up an opponent as he came into the offensive territory, and switching men, well preventing the opponents' screen plays from succeeding. Beckley, Washington-Irving and West Fairmont used a close checking defense all over the floor.

Offensively, few teams showed a set or deliberate offense. Wheeling used a fast break when the opportunity was presented but depended mostly upon set plays. Their success was probably due to the ability to get men free by use of screen plays and excellent shooting. In the last two games one forward shot twenty-one times and scored fourteen times. Beckley depended on a fast break or set shots from out on the court. South Charleston used set plays effectively occasionally, but depended upon a fast break. Washington-Irving never got its offense to click. The other teams seemed to lack a concentrated attack.



In Diagram 50, X3 or X4 passed to X1, X2 or X3. The guards, X3 and X4 drove in using the receiver as a screen. This made possible close-in shots for the back-court men or jump-shots for the front-court men. Plays became optional and continuous, X2 being used the same as X1.

National Track Coaches Clinic

ON Thursday afternoon, Friday and Saturday mornings, June 20, 21 and 22, the National Track Coaches Association will sponsor a clinic at the University of Minnesota, Minneapolis. The men who will lead the discussions are the prominent track coaches of the country. On Friday afternoon the 21st, there will also be held a football and basketball clinic. All high school and college coaches are invited to attend these clinics.

for JUNE, 1940



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TORO MANUFACTURING CORPORATION

MINNEAPOLIS,

MINNESOTA.

An Assurance Plan Providing Medical Care for Football Injuries

By George J. Smith

John Marshall High School, Los Angeles

SEPTEMBER: The thud of feet against the pigskin, the charge of opposing linemen, the crash of young bodies in scrimmage—then the ever-recurrent specter—INJURIES!

Trick knees, charlie horses, sprains, fractures, dislocations, bruises, arnica, bandages, liniment harass players, parents, coaches, and school officials.

The problem of competent medical treatment for the injured player has been, for years, the sincere concern of those responsible for high school athletics. Although this medical service must be readily available, and of low cost to the patient, in order to be completely acceptable, it requires the services of a licensed physician of high professional standing and considerable skill.

Numerous plans have been proposed by school administrators, insurance companies, athletic associations, and medical groups. In general these plans have been too costly, limited in scope, and inadequate in provision for medical treatment. In several plans, too large a portion of the funds were set aside for operating expenses, allowing, in some cases, only 50 percent of the money for actual medical treatment. Listing of specific injuries made no provision for treatment of hurts other than those listed. Considerable investigation proved that none of these schemes fitted the particular needs of the John Marshall High School.

A committee consisting of the Principal, the Boys' Vice-principal, the Co-ordinator of Extra-curricular Activities, the Chairman of the Boys' Physical Education Department, and three student representatives was formed to solve the problem of medical treatment for football injuries. The combined efforts of this group resulted in the following plan, which has these major provisions:

1. The establishment of a fund consisting of the following monies to be used for medical treatment for the members of our football squads:
 - a. A sum of \$50.00 to be paid from student body funds.
 - b. A \$1.00 fee from each participating student member.
 - c. A \$5.00 fee from the gate receipts of each home football game, which is allowable for payment of the attending physician, under the Board of Education rules.
2. An additional sum of \$50.00 from stu-

dent body monies for a limited hospitalization fund which is cumulative if not used.

- a. This money to be used *only* for partial payment of hospital charges, and not intended for medical treatment.
3. Selection of a licensed doctor of medicine, residing in our district, who fulfills the following requirements:
 - a. A physician who has the approval of the health section of the Los Angeles Board of Education.
 - b. A young man who has time to devote approximately eight to ten hours weekly to our football teams.
 - c. A person who is sympathetic towards boys and interested in their physical well-being.
 - d. A man who has the highest professional integrity, and ideals of service to his community.
 - e. A doctor who has considerable skill and ability in the treatment of athletic injuries.
 - f. Preferably a physician who has ready access to X-ray equipment.
 - g. A man in whom the boys have the utmost confidence.
4. The organization of an administering body including the Principal, Boys' Vice-principal, Chairman of the Boys' Physical Education Department, President of the Student Body, and a representative of the football teams, whose duties shall be:
 - a. The collection of all money used in the Football Assurance Plan.
 - b. The investigation and payment of all claims.
 - c. The handling of all necessary details in connection with the operation of the plan.
5. This plan is subject to the ensuing limitations:
 - a. Service will be rendered only for injuries occurring in football games or practice. (Injuries received during transportation to and from games or practice sessions are not included.)
 - b. No dental treatment will be offered.
 - c. Illnesses or diseases are not covered.
 - d. Only participating members shall receive medical treatment.
 - e. Boys who wish to receive medical treatment from their own physi-

cians need not subscribe to the plan.

- f. The Board of Education, the John Marshall High School student body, the administrative officers of the high school, or the teachers in charge of football, shall not assume any liability for treatment of injuries under this plan.

The Football Assurance Plan has been in operation at the John Marshall High School during the past football season. The following statistics show the favorable student reception. Over 90 percent of the A football squad subscribed to the plan as did more than seventy-five percent of the B squad. Seventy-two boys in all paid the one dollar membership fee. In addition to this sum, thirty-five dollars was allocated from gate receipts of home games for payment to the attending physician, as directed by the rules of the Board of Education. These funds together with the fifty dollars contributed from student body funds represented the sum of one hundred and fifty-seven dollars which was paid to our physician as his fee for medical services rendered.

The hospitalization fund of fifty dollars assigned from student body monies remained intact, as there were no serious injuries needing such treatment.

The number of office calls and consultations at school showed that the boys made full use of the medical service offered. There were a total of fifty office calls and approximately ninety consultations on the field. Experience soon proved that in order to eliminate unnecessary office calls, the physician preferred to see boys after scrimmage on the field. A wide variance in the amount of medical care received was shown by the fact that twenty-two individuals did not require any treatment, while one boy needed care on fourteen occasions, including two X-rays. The Class—'A' boys needed more care than those of the Class—'B' team. Of the twenty-two players who received no medical treatment, fifteen were Class—B boys.

The medical service offered included practically every type of treatment and diagnosis. Ten X-rays were taken at no extra cost to five individuals. Lamp treatments of bruises and sprains, surgical dressing of boils and infections, and massage were some of the special services given.

Sponsors of the Assurance Plan feel

that it has shown exceptional results from the standpoints of students, parents, physicians, and football coaches. From the students' angle, the plan has been highly satisfactory. The boys realize the interest and concern with which school officials view their injuries. They also comprehend that competent and prompt medical attention returns them to their place in the line-up much more quickly. They are encouraged to seek advice on their minor hurts, and such things as infections, chronic joint injuries, and recurrent bruises are minimized, due to their early treatment. Student comment on the plan included such remarks as "Swell," "I certainly got my money's worth," and "Dad thought it was great." No criticisms or suggestions were volunteered, therefore, the originators of the plan conclude that, from the pupils' point of view, the set-up was highly desirable.

Parents were particularly gratified with the excellent medical service, as they were relieved of the financial worries coincident with athletic injuries. Surprise was expressed by the parents of boys needing X-rays when they found that this service was also included. More parents allowed their boys to participate in the sport due to their confidence in the school's acceptance of its moral responsibility to injured players. Parental freedom from the financial worries attendant upon unpaid doctor bills was also a factor in the increased number of players on our squads.

Our physician was very pleased with the operation of our project as it enabled him to contact, and to know rather intimately, a large number of boys in his community who were potential regular patients. A worth-while contribution toward community health was rendered by the attending physician who was a credit to his profession in that he recognized his responsibility toward the young people of his community.

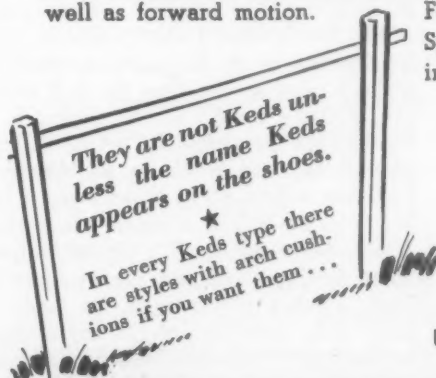
Under the Assurance Plan, the coaching staff is relieved of the burdensome worry of inadequate treatment of injuries, of the responsibility of diagnosing injuries, and of the fear that boys are hiding their hurts, so that they may continue playing. The development of health consciousness in the individual, which is one of the major objectives of a broad educational program, is decidedly encouraged by this plan. It enables the student to see the necessity for prompt, careful treatment of all injuries. Certain injuries which tend to become chronic may be prevented through early consultation with the doctor. Heretofore, the coaches were forced by circumstances to determine the availability of players for participation in the game. Under this set-up coaches are relieved of this duty as the final authority rests with the physician, in cases involving physical fitness after injury.



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your school plays six-man football, you'll want your squad to have the advantages of Epler Keds. Developed by the man who originated the game, these special shoes have the Keds features long preferred for all kinds of active sports. Built over scientific lasts for comfortable fit, they have stamina-building Keds Shock Proof insoles. Slant-cut tops prevent binding at the heel cord. Rubber cleats are scientifically placed for digging power, and for lateral as well as forward motion.

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Conducted by the Tennessee
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ALLYN McKEEN
Miss. State—Football

FOOTBALL—BASKETBALL—SIX-MAN FOOTBALL—DEMONSTRATIONS—
ALL-STAR GAME

Write to
Julian Crocker

Columbia Military Academy

Columbia, Tenn.

Baseball Tips That Aid in Developing the High School and College Player

By Victor Heyliger

Hockey Coach and Freshman Baseball Coach, University of Illinois

The Play of the Infield

A COACH, in selecting or training a boy to play an infield position, should look for the player who can pick up ground balls with a fair degree of success. A boy selected by the coach to play such a position should be a fast sure-footed runner. He must have good eyesight, and should be agile in pivoting on his feet. The infielder, like the catcher, must learn to get his throws away fast to any base with accuracy and speed. Such a player should have relaxed, loose wrists in fielding ground balls. The use of the wrists in fielding balls is important in that the hands must be loose so as to give when the ball strikes the glove. The coach should at all times teach his infielders not to fight the ball. Fighting the ball causes many misplays, and wild throws to a base. Rigidity on the part of the hands causes the ball to pop out of the glove. A coach cannot overstress the fact that the players' wrists should be loose, with the arms giving a little, on fielding hard hit balls.

One important fact the coach should stress to his infielders is that of making his players maneuver the body in front of the ball in an attempt to field it. If possible a ball should never be fielded off to the side of the body. In case of a bad hop or a muff, the ball will go on past in every instance. When the body is in front of the ball, in the case of a muff or bad hop, many times the ball may hit an arm, leg, or the chest, which might enable the player to recover the ball in time for a put-out. On all ground balls, if possible, the player should field the ball in a balanced position so that he will be set to make the throw. Throws that are made when he is off balance are inaccurate and too slow to catch the runner. If time permits, the player should always field the ball with the knees fairly well apart. This affords the player an easy position to bend down low on balls hugging the ground. The player should always keep his glove as close as possible to the ground on all balls, especially those that skim along close to the ground. With the hands in a low position and with the glove in the proper position the fielder will handle ground balls more easily. The eyes of the fielder should follow the ball

DURING the last two years, all baseball fundamentals have been fully presented in this publication with the possible exception of play in the infield and outfield. For the many coaches who will be employed this summer to conduct baseball programs in their communities, the *Athletic Journal* has available without cost a series of baseball illustrations for posting in gymnasiums and on play fields.

until it is safe in the glove. Under no circumstances should his head be turned away from the ball, since the player must be sure of seeing the last bound of the ball.

After a ball is fielded and the player is ready to make the throw, the player should be careful not to cross his legs or feet. Every boy playing the infield should learn how to throw a ball from any position in which it is fielded. On low balls in the dirt, the player on all close plays should make the play without straightening up. Throwing the ball from this position saves time needed on close plays.

The coach should always instruct the infielder to be in his position ready to make a play at the time the ball leaves the pitcher's hand. If the player is in his position he should be set to make a play if the ball is hit in his direction. Covering a base at all times when a ball is hit to the infield is another important fact to be stressed. If a player happens to be fielding a ball and cannot cover his base, another player must be ready to cover it in order to prevent any attempt on the part of the baserunner to advance his position. Above all, the infielder must always be on his toes ready to back up all plays when necessary.

The Outfield

The boy who is going to play the outfield must be an individual who is very fast. He must acquire a keen sense of judgment on fielding fly balls. The boy who hustles on and off the field always makes an impression with the coach, and aids materially in making the boy a better performer. The knack of getting the jump on the balls hit to the outfielder is an asset all coaches should try to develop in the player. The coach should instruct the players to field a ball by the sound of

the crack of the bat. If there is a loud crack of the bat, the outfielder should learn to know that the ball is hard hit and should expect to go back after a long fly, or run in fast on a low line-drive. The outfielder must be taught to back up all throws to bases that are on his side of the diamond. Throwing to the right base when returning the ball to the infield is another important job of the outfield player.

A strong throwing arm is a necessary qualification of any boy who is to play this position. The outfielder should make all his throws with an overhand motion. The overhand throw gives the ball the correct rotation to give it carry on its flight to the infield. All throws made to home plate or to other bases should be accurate. On long throws to bases the ball should be thrown on the first hop. Such throws have the best accuracy and are easier to handle by the infielder.

The outfielder in the act of catching a fly ball, should learn to make the catch above the waist and shoulders if possible. It is advisable to place the hands in a reaching position since, in the case of a muff, the player has another chance to recover the ball before it hits the ground. On balls hit over the outfielder's head, the player should learn to run back by making a complete turn and running with the ball with his back to it. As soon as he reaches the spot in which he feels he can catch it, he must then turn completely around and attempt to make the catch. On balls hit over the player's head, the player should not watch the ball as he is running with it, as it tends to slow up his speed and the result is that he doesn't get back fast enough to make the catch.

On ground balls hit between the outfielders, the outfielders must back up one another. This serves as a precaution, should the ball get past the player attempting to field it. On fly balls hit between the outfielder and infielder, with both of them in position to make the catch, the outfielder should call out the player who is to make the catch. The outfielder is facing the play, and is in a position to tell whether the infielder can make the catch or not. The outfielder usually should catch the ball, since he is running towards the play.

The boy who is in earnest about be-

coming a good outfielder will study the opposing batters during their batting practice in an effort to discover toward which field each individual batter will generally hit. The manner in which a batter swings at a ball usually gives the outfielder a clue as to whether he will hit straight away, or to left, or right field respectively. When the batter swings late he tends to hit to right field, if he is a right-handed batter. If the right-handed batter pulls easily he will generally hit to the left field. The opposite effect is true of the left-handed batter.

Weather conditions should also be taken into consideration by the outfielder prior to game time. The player should notice the strength of the wind, and the direction from which it is blowing. When a strong wind is blowing away from home plate, the outfielder should play a deep field. If the wind is blowing towards home plate the fielder can afford to play a shallow field.

On fly balls hit to the outfield, the outfielder should never regulate his speed so that he makes all catches on the run. As soon as the ball is hit into the air, he should start as fast as possible after it, in order to camp under it and be in a set position to make the catch. Of course, many times this can not be done, since many balls have to be caught on the run. If the outfielder is in a set position to make a catch it is easier for him to make a quicker, more accurate return to the infield. The outer "gardner" should back up all ground balls hit to the infield, since many times the ball gets by the infielder. The outfielder coming in fast to back up the play can retrieve the ball and prevent the batter from taking an extra base.

Again, outfielders should always try to field ground or fly balls in a set position. The smart baserunner will always watch the movement of the man fielding the ball. If the player is at a disadvantage fielding the ball, the "heads-up" baserunner will attempt to make another base. The outfielder must always keep in mind never to hold the ball after he has made a catch. The player should learn to get the ball back to the infield as quickly as possible.

NATIONAL COLLEGIATE TRACK AND FIELD MEET

June 20, 21, and 22
University of Minnesota
Minneapolis, Minnesota



EVENING is the only time during the week when the majority of sports-lovers are able to enjoy a game of tennis. Why not extend the hours for playing—double the hours for those who must work during the day—by floodlighting your tennis courts? Lighted courts mean healthful sport, without the discomfort of strenuous exercise in hours of intense sunlight. The novelty of floodlighted play adds much to the enjoyment of the game.

But tennis is a fast game. It requires a high level of uniform illumination for successful night play. Effective floodlighting must give consideration to the seeing requirements of the players—objectionable glare and disconcerting shadows should be avoided, and the level of illumination must provide sufficient light. This better lighting can be yours by installing floodlighting units specially designed for tennis-court lighting, and by making sure that you obtain complete and effective utilization from each individual floodlight.

Complete equipment—poles, cable, floodlights—can be obtained from your nearest G-E distributor or G-E Office. Have one of our Lighting Specialists give you his recommendations. Why not call him today? General Electric, Schenectady, N. Y.

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HOW TO FLOODLIGHT TENNIS COURTS

THE ILLUMINATING ENGINEERING LABORATORY
GENERAL ELECTRIC CO., SCHENECTADY, N. Y.

WHAT A SUCCESSFUL INSTALLATION

GENERAL ELECTRIC

Information for Tennis Court Construction

PRACTICAL assistance to the physical educator who plans an increase in tennis facilities or who is responsible for summer recreation program is provided in the latest addition to the Athletic Institute Sports Bulletin Service, Bulletin No. 42—"Construction of Tennis Courts," personally prepared by Lavern A. Miller, head of the Miller Engineering Service of Streator, Ill.

While technically accurate and sufficiently detailed to serve as a working plan for contractors, the bulletin is written in language understandable to the layman, and all engineering terms used are explained.

Of most immediate value to the educator who is not a trained engineer, is the breakdown of cost by units. This will enable the prospective builder to determine with great accuracy the cost of a proposed development or the maximum facility that may be constructed for funds available.

Four major types of surface, clay, bituminous, composition and concrete, are discussed. Costs, advantages and disadvantages are covered thoroughly. Mr. Miller shows clearly how special drainage and curbing, at nominal extra cost, may convert hard surface courts into ice skating areas or areas for group games.

While complete, the new bulletin is brief. It is twenty-three pages in length, eleven of which are working engineering drawings covering all phases of construction, sub-grade, drainage, surface, curbing, enclosure, seats and lighting.

In addition to the treatment of the four major types of courts designed for public play, Mr. Miller has also included a section on home or backyard courts, explaining the cheapest construction on naturally drained ground to give good service where the heavy load of continuous play is not planned.

The author has been consultant for the Athletic Institute for five years and is known nationally for his outstanding work in the construction of recreational areas in which he has specialized for fifteen years.

The twenty-three-page bulletin with eleven engineering prints may be obtained from the Athletic Institute, 209 South State St., Chicago, for thirty cents in stamps to cover cost of mailing and reproduction of the engineering prints.

Also of interest in the field of tennis are the three bulletins on mass teaching of tennis from the pen of William E. Parkhill, supervisor of tennis for the Chicago Public Schools. These bulletins cover the organization and administration of tennis schools, step-by-step lessons covering the fundamentals of the game and a series of

syndicated articles by Tilden, Vines, Budge, Riggs, Eleanor Tennant and other luminaries of the courts, co-ordinated with the lessons and designed for supplementary publicity in the press. Cost of the tennis bulletins forty-four cents.

Varsity Athletes Sponsor Intramural Athletics

(Continued from page 9)

individuals, the president of the varsity club, the faculty advisor, and the director of physical education and athletics. The duties of this board are: Announcement of formation of a specific league; formation of definite rules to govern games; acceptance of rosters of teams; appointment of scorers and timers for each game; scheduling of games; final approval of officials after selection by teams; posting of scores and team standings and awarding of trophies and individual prizes. Although full responsibility is vested in this Board of Control, the detail work is done by assignment to the members of the varsity club. For instance, a student is asked to see the captain of each team for his selection of an official for a certain game. The official selected should be a member of the college varsity team in that sport. The student then informs the chosen official that he has been selected to officiate at a certain game. If the arrangements are satisfactory, the Board of Control is notified and asked for approval. The student informs the captain of the team and the official selected. Practically all detail work is distributed to the various members of the club. The decisions in eligibility, scheduling of the play-offs, and duties where favoritism might be shown, are made by the Board of Control.

At the beginning of each season a set of rules to cover the playing of that sport in season is posted. These regulations are simple and tend to stimulate rather than retard the activity. All disputes not covered by the rules are settled by the Board of Control.

At the start there seemed to be a natural division of students for the forming of teams. This grouping has followed through year after year in each sport. It was necessary only once for the Board of Control to suggest the disbanding of a team that appeared too strong.

A trophy for each sport was purchased by the varsity club and awarded to the winning team. This year the trophy was supplemented by individual awards, which, without any question, have intensified interest in intramural sports.

The outline of the intramural plan as well as the actual detail organization has worked along very simple lines. The promotion of this competition by varsity athletes and the simplicity of the rules and

organization tend to increase participation and interest of the non-varsity students. The objective of intramural activities is accomplished to a high degree, and the student whose athletic ability is above average has the opportunity to serve not only as a representative of his school to the public, but also as an intricate part of a plan to provide bigger and better physical activities for his fellow students.

The Athletic Coach in a Community Recreation Program

(Continued from page 9)

where the school population shows the greatest need.

2. A school building and grounds are preferred over and above vacant lots due to toilet facilities, equipment and development of handicraft, plus many other activities. Public parks, where there are these facilities, are also desirable.

3. The selection of personnel is very important in that the workers should be college trained if possible. They should be young, enthusiastic, ambitious, as well as the type that children like. Properly trained W.P.A. recreational workers may be used to supplement the group of those who are in direct authority. It is not necessary that the personnel be athletes or specialists in physical education on individual play areas, but experience along those lines would be of value. Knowledge of games of all types is important.

4. The purchase of equipment is necessary, but large sums are not essentially needed. Much of the activities promoted may be handled with a minimum of equipment. Purchase of slides and swings, etc., should be made out of special funds and not out of the funds appropriated for maintenance of play areas.

5. Programs should be developed on a daily basis with a ratio involving the following diversities—60 per cent physical, 15 per cent handicraft, 12 per cent music, 10 per cent dramatics, 3 per cent miscellaneous. They should be flexible and varied to meet conditions as they exist on the different playgrounds relative to age and sex of those participating.

6. Registration is of value and discipline and attendance should be enforced. A definite schedule of activities posted will be of material aid in the enthusiasm and active participation of the youngsters.

In conclusion, let me add that playgrounds run on a *hit or miss* basis will neither demand the respect to which they are entitled, nor will the aims and purposes of supervised play serve the participants in a manner that will be of benefit to them.

An Intramural Noon-Hour Program

(Continued from page 13)

the tables and chairs are removed and returned to their proper places to make way for the intramural program.

Two days a week the boys have the gymnasium and the girls use it on the alternate two days. Boys and girls take turns using the place on Friday noon. When the boys do not have the gymnasium they go to the assembly which is used for a quiet-game room. Here two boys are in charge of checking out the games to anyone who wants them. Students must sign their names and indicate the games that they have taken out. At twenty-five minutes to one the bell rings to notify them to return the games, since school is resumed at 12:45. We have a variety of games. They include checkers, bingo, puzzles, ring-toss pit, four-handed checkers, blind sticks, baseball, stick stock, keno, anagrams, flinch, bunco, tiddley winks, lotto, highway patrol, alley cop, rook, jig wood, etc. We also hold tournaments for the various games in the quiet-game room. On the two days that the girls use the quiet-game room the boys have the gymnasium. While two boys are sweeping the floor, the other boys go to the locker room to put on their tennis shoes. All the boys watch the schedule which is posted on the bulletin board in the gymnasium. Each team has a captain and an assistant captain. The winning captains record the scores for the various events on the schedule. There are managers for the different sports and these managers check in and out the equipment needed and keep the standing of the teams.

The boys have an athletic club and the girls have a G.A.A. These clubs meet once a month and have interesting discussions on athletics.

The events that are carried out during the intramural program are varied. Team sports include touchball, volley ball, basketball, ice hockey, broom ball, quoitennis, soccer ball, shuffleboard, badminton, ping-pong, hard ball, paddle tennis, track and field activities softball, horseshoes, and curling. Individual sports include shuffleboard, badminton, ping-pong, checkers, hand ball, horseshoes, paddle tennis, winter sports, tether ball, boxing and wrestling.

During the noon hour the gymnasium is a place of buzzing activity. Every corner and spot is utilized by various groups of players, each group probably playing a different game from the other groups.

Students are divided into three classes. Pupils in grades 7, 8 and 9 form the junior division, 9th and 10th the intermediate division, and those in grades 11 and 12 make up the senior division. At the end of each event the winners of one division



Vacations Ahead!

SUMMER TIME is fast approaching when the majority of athletes can look forward to a change of scene.

To those who are contemplating a change, a word to the wise is sufficient:—**Don't fail to take along a can of Antiphlogistine in your first-aid kit!**

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compete with the winners of the other divisions to play for school championship honors.

Boys and girls are given points for winning or taking part in each event. A student cannot receive more than ten points in a single event and cannot get less than one point. At the end of the year we total up the points and award letters and medals to the eight boys and girls, receiving the highest number of points. If a boy or a girl or a team is the school champion of an event his or her name or the name of the team is lettered on a shield which is displayed in the gymnasium.

We keep a permanent record of the intramural sports in which a student participates. We begin doing this as early as the fourth grade, when once a week I conduct the physical education period of each of the elementary grades.

We have hopes that this program will stimulate the students to continue to use the facilities that they have enjoyed during their school days after they leave school and that they will know how to use their leisure time so that it will be a benefit to them. In a way, we have reason to believe that there is a carry-over to their adult life as a result of this program. We conduct what we term community nights, twice a week. Here the adults of the community with real enjoyment and enthusiasm take part in many of the events that students engage in during the day. For these, too, we hold tournaments of various kinds, adding cribbage and bridge tournaments to the number held among the student body.

Statistical Summary of Student Intramural Events for One Year

A. Grade School Boys' and Girls' Division

Events	No. of Games	No. of Participants
Shuffleboard	121	88
Broom ball	24	108
Soccer	23	37
Ping-pong	121	88
Badminton	121	88
Touch football	34	51
Softball	46	88
Total	490	548

B. High School Girls' Division

Events	No. of Games	No. of Participants
Shuffleboard	48	29
Badminton	57	44
Broom ball	5	59
Volley ball	42	61
Basketball	41	48
Softball	11	46
Ping-pong	68	33
Total	272	320

C. High School Boys' Division

Events	No. of Games	No. of Participants
Shuffleboard (single)	95	96

Shuffleboard (double)...	47	96
Ping-pong	95	96
Badminton (single) ...	95	96
Badminton (double) ...	47	96
Touch football	60	99
Checkers	60	58
All American football efficiency test	5	99
Softball	38	96
Track and field.....	1	96
Broom ball	5	60
Free throw	95	96
Volley ball	291	96
Basketball	348	96
Total	1,282	1,276

Final Summary

Grade school	490	548
High school girls.....	272	320
High school boys.....	1,282	1,276
Total	2,044	2,144

D. Adult Recreation (one year)		
Events	No. of Games	No. of Participants
Cribbage (single men) ..	16	19
Cribbage (single women) ..	133	11
Whist	211	18
Volley ball	1,043	64
Shuffleboard	513	48
Badminton	391	48
Basketball	235	48
Disco	272	48
Ping-pong	168	48
Tether ball	152	48
Other games	522	48
Total	3,656	448

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PRINCIPAL

ATHLETIC DIRECTOR - ADVISOR

SUPT. of SCHOOLS

Theory and Organization of High School Football

(Continued from page 10)

fense which will be operating at full speed.

Probably there are some objections to methods which I have mentioned, but, as long as these methods keep my squad in the frame of mind that they have, and in the physical condition that they have, I

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believe the good points more than offset the shortcomings.

Consideration of Material

We all agree that it takes material to make a good football team. Naturally the better the material the greater the possibilities for that team. Great football players, just as great artists, are not made but born, and through coaching and teaching are developed to a higher degree of efficiency and attainment.

As coaches, we most often are not favored with the presence of these greats in our midst. I am of the opinion, however, that through proper organization over a period of time, we can do much toward developing and bringing out the potential greatness and abilities that are inherent in these boys.

Proper Organization

In our plan of organization I can accomplish more by keeping three points in mind: 1. That we would like to win 60 to 70 per cent of our games every year, and regardless of how good the possibilities may seem of winning more than that this year, we must keep in mind the goal of future years, that of 60 to 70 per cent and select, place and drill the entire squad accordingly. 2. That after all, we are to teach the entire squad the game of football and provide opportunity to play it rather than to concentrate on the first and second teams. 3. That psychologists tell us the element of time is a highly important factor in the process of development.

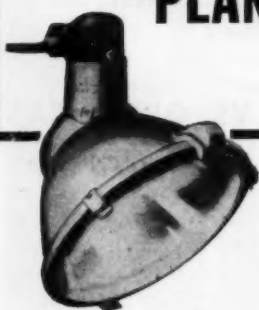
In the co-ordination of our system with these three points, a boy is placed as to position on our squad according to our weakness and strength for the future years and according to his ability and adaptability for the position. By being placed at a position in the very beginning of his football playing, a boy has greater opportunity of learning and acquiring the necessary skills and habits for his position. The fact that a boy has been placed at a position in an early stage takes care of the time element in the process of development.

Forgetting the individual now and thinking of the squad as a whole, I deem it sensible to set up an organization and system that are going to let us do a good all-around job of teaching over a period of time and not force us to accomplish much in the short period of one season. From this, I have tried to organize the year's practice as follows:

The Organization of Practice for a Year

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planned and organized in advance so that I am sure of having covered the essentials before going into the first game. From the first game on, we plan our practice from week to week as to the apparent needs shown from the past game and those anticipated for the coming game.

First week in gymnasium suits—Emphasize conditioning and organization, coordination, timing and ball-handling.

Second week start heavy contact work and scrimmage. Individual work and group work. Our early daily practice consists of working on the particular thing that the individual may need. Most of our group work is standardized so that every one can work into it.

Back field group work—Run plays for timing—ball-handling and footwork. Back fields and ends use opponents' passes with first two or three teams alternating on defense.

Linemen—Line scrimmage for: 1. Defense—6 on 3. 2. Offensive blocking for plays against anticipated defense. 3. Defensive charge against opponents' type of offensive.

Our work by teams probably follows out the ordinary routine as to the play of the punt, pass, offense and defense, etc.

Organization for Specialists—Kickers, Passers, Centers

1. *Fall—Early Season*—During the first week I like about three sessions other than the regular squad work so as to go over the fundamentals of the previous spring.

2. *After School Starts*—I have the boys arrange their programs whenever possible to have the last period free so as to get out early and work on their specialties.

3. *Spring Work*—During one of their free periods I have the boys come down and work on their specialties and I try to give them much individual attention.

4. *Summer*—I give them balls so that they may work on their specialties.

5. *After Christmas*—I get the boys out to start work on building up their bodies. They run, work on back weights, box and wrestle. I also give them work on pulling out of the line.

6. *Second Semester*—Fifth hour football class. I divide the groups into advanced and beginners. We emphasize blocking, pulling out of the line, back field timing, ball-handling and footwork. Organization work on punt, defense and offense.

7. *Spring practice indoors*—One week indoors for new candidates in which we teach stance, charging and the shoulder block. Rough games to sort out the timid such as, Hold the Fort and Horse and Rider Contests.

8. *Spring practice outdoors* is divided into two periods. Two or three weeks are spent concentrating on the better boys. Then I send them in. Three weeks are devoted to the intermediate group and substitutes.

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